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ABSTRACT

The instructor-coordinator's handbook is for Home Economics Cooperative Education programs, those which are designed to prepare students for the world of work or for advanced education. The guide lists terms related to home economics cooperative education and covers the following subjects in separate chapters: (1) vocational homemaking education gainful employment programs; (2) relationship between home economics subject matter areas and the Home Economics Cooperative Education Program; (3) approved occupations for Home Ecomics Cooperative Education Programs in Texas; (4) credits and prerequisites; (5) teacher qualifications; (6) the teacher coordinator; (7) determining the need for a Home Economics Cooperative Edcuation Program; (8) operating funds; (9) classroom facilities, equipment, and supplies; (10) filing systems; (11) advisory committee; (12) student selection; (13) selection of training stations; (14) student placement; (15) reports; (16) permanent record and followup; (17) training plans; (18) class instruction; (19) instructional materials; (20) coordination activities; (21) end-of-year activities; (22) publicity; (23) Future Homemakers of America; and (24) check sheet for Home Economics Cooperative Education. (JR)

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HANDBOOK
FOR
HOME ECONOMICS COOPERATIVE EDUCATION TEACHER-COORDINATORS IN TEXAS

Materials Developed and Distributed by

Home Economics Instructional Materials Center
Texas Tech University
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Lubbock, Texas 79409

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The Vocational Act of 1963 and the Vocational Amendments of 1968 focused attention upon the need for more occupational education programs for students at the high school level. Educators have become increasingly concerned about students who graduate or leave school without the vocational preparation for earning a living and who therefore fail to become contributing members of society. The 1963 Act and the Amendments of 1968 have provided opportunities for schools to offer additional educational programs to help meet the vocational needs of students in our competitive and technological society.

The Home Economics Cooperative Education program is a gainfully-oriented program which helps students prepare for the world of work or for advanced education. Many students who participate in this program continue their educations either in technical schools or in colleges; whereas others become full-time employees upon graduation.

The gainful employment programs are not, in any sense, meant to replace the homemaking education courses directed toward homemaking. More and more women in our society are assuming the dual role of homemaker and wage earner. Home economics thus has the responsibility for helping women meet the demands of both of these roles. An additional responsibility is that of providing training for boys who may be interested in occupations related to home economics.

The various subject matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training, but not necessarily a college degree or even college credit. During the past few years, an increasing number of people eat outside the home, stay in nursing homes, leave their children in child care centers, desire alterations or repairs on their clothing, want help with decorating their homes, and travel and require clean, pleasant surroundings at night. With the expanded demand for services, the need for food service employees, dietetic aides, child care aides, clothing assistants, home furnishings aides, and housekeeping management assistants is apparent. These examples are only a few of the occupations to which home economics can make a contribution in terms of trained personnel. The purpose of the wage earning courses is not only to give high school students a job skill, but also to help them advance more rapidly and perform more efficiently.

In summary, some of the reasons education for employment is appropriate in home economics include the following: an increasing number of women are employed outside the home and need preparation for the dual roles they are assuming; there is an increasing need for personnel in the service occupations related to home economics; the number of jobs for unskilled workers is decreasing, and more and more jobs require training of some kind; and career education programs must be added to the school curriculum.

We, as home economists, must both meet our challenge to provide students with opportunities for gainful employment training while they are in high school and encourage them to consider advanced training after graduation.

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TERMS RELATED TO HOME ECONOMICS COOPERATIVE EDUCATION

Advisory committee--group of adults from the community who serve in an advisory capacity for the HECE program

Approved occupations--home economics-related occupations approved by Texas Education Agency for HECE programs

Class instruction--group instruction orienting the student to the world of work

Combination unit--either one homemaking education class and two HECE classes or two homemaking education classes and one HECE class with remainder of the six-period day scheduled for coordination activities

Coordination activities--functions the teacher-coordinator performs to integrate various aspects of the HECE program

Course of study--self-instructional materials in one occupational area

Employer--person employing an HECE student

FHA/HERO (Future Homemakers of America/Home Economics Related Occupations)--special designation for students in home economics gainful employment programs

Full unit--minimum of two HECE classes with remainder of the day scheduled for coordination activities

Full unit--one HECE class with remainder of the half day scheduled for coordination activities

Home Economics Cooperative Education (HECE)--occupational education which provides classroom instruction and on-the-job work experience in occupations related to home economics

Individualized instruction--instruction related to the occupational area in which the student is employed

Instructional codes--numbers for identification of occupational areas

Objectives--the expected measurable behavior that should result from successful completion of designated learning experiences

Occupational areas--employment areas related to subject areas of home economics, such as food service or child care

Occupational education--training for employment

Permanent record--forms for maintaining information on students for a period of five years after graduation for evaluation of the program

Social security number--identification number required for employment

Student-learner permit--U.S. Department of Labor permit which allows students to work for a nine-month period at 75 percent of the minimum wage in places of employment subject to wage-hour regulations

Tasks--competencies related to an occupational area

Teacher-coordinator--person who directs classroom instruction and coordinates activities of students in an HECE program

Training plan--written agreement between the employer, the school, and the student which lists work experiences and study assignments planned for the student

Training sponsor--person supervising an HECE student on the job

Training station--establishment which employs an HECE student and provides supervised training in accordance with a written training agreement or plan

Wage and Hour Report--a form for recording hours worked and wages received by the student for each day and week of the school year

CHAPTER I

VOCATIONAL HOMEMAKING EDUCATION GAINFUL EMPLOYMENT PROGRAMS

Gainful employment programs in Vocational Homemaking Education prepare students for employment in occupations requiring knowledge and skills in one or more home economics subject areas, including child development, clothing and textiles, consumer education, family living, food and nutrition, home management and housing.[1] Provisions are made for these programs in the Vocational Education Act of 1963. This act authorized funds for the expansion of Vocational Homemaking Education through the development of programs to prepare persons for employment in occupations related to home economics. Acts prior to 1963 authorized funds for homemaking education only; therefore, the gainful employment emphasis has been a "new dimension" in Vocational Homemaking Education since 1963. The gainful employment programs are designed to supplement, but not replace, homemaking education.

Two types of gainful employment programs are included in the Vocational Homemaking Education offerings available for regular high school students in Texas. The cooperative education program combines classroom instruction with fifteen hours per week on-the-job training. The pre-employment laboratory education program provides technical instruction and practical experience in the classroom for two consecutive hours daily. For pre-employment courses, laboratories simulating the occupational area being taught are used to provide work experiences for the student. Coordinated vocational-academic education is a laboratory training program designed for students with special learning needs. It may be offered at either the junior or senior high school level. Home economics vocational education for the handicapped is a laboratory training program designed for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for home economics vocational education for the handicapped. The program may be offered in the middle school, junior high school, or senior high school.

CHAPTER II

RELATIONSHIP BETWEEN HOME ECONOMICS SUBJECT MATTER AREAS AND THE HOME ECONOMICS COOPERATIVE EDUCATION PROGRAM

Important differences between the Homemaking Education program and the Home Economics Cooperative Education program are listed in Figure 1, p. 4. Both programs, however, are an integral part of home economics at the secondary level. The relationship between the home economics subject matter areas and the occupational areas in the Home Economics Cooperative Education program is illustrated in Figure 2, p. 5. Each occupational area is opposite the subject matter area most closely related to it; and lines are used to show additional subject matter areas that are related to each occupational area.

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[1] Vocational Homemaking Education Program Standards. Austin, Texas: Texas Education Agency, 1975.

DIFFERENCES IN TWO ASPECTS OF HOME ECONOMICS PROGRAMS

Homemaking Education	Home Economics Cooperative Education
Total curriculum is broad in scope and content and is designed to meet individual and societal needs as adapted to a particular community.	Curriculum is based on job analyses of specific occupations.
Attitudes, behavioral development, and skills necessary to strengthening family well-being are stressed.	Emphasis is placed on the development of attitudes, behavior, and skills necessary to secure and hold a job.
Students are accepted on the basis that individualized learning in the program can benefit all.	Acceptance for membership is based on a student's training objective, aptitude, interest, need, physical and mental competence, and other qualifications essential to successful employment.
Programs are appropriate to all communities because concepts are selected to provide quality living for all individuals.	Programs are established when evidence shows need for trained personnel in occupations related to home economics.
Counseling is valuable in the development of personal and family values.	Vocational counseling service is necessary to help determine needs, employment opportunities and placement of students in the most satisfactory program.
Advisory committees help to develop realistic programs designed to meet community needs.	Advisory committees help to determine the work available and to advise and evaluate the specific emphasis of the gainful employment program.
Evaluation is based on achievement of objectives of the program.	Evaluation is in terms of performance and ability to secure and hold jobs.

Figure 1

RELATIONSHIP OF HOME ECONOMICS SUBJECT AREAS
TO APPROVED OCCUPATIONS

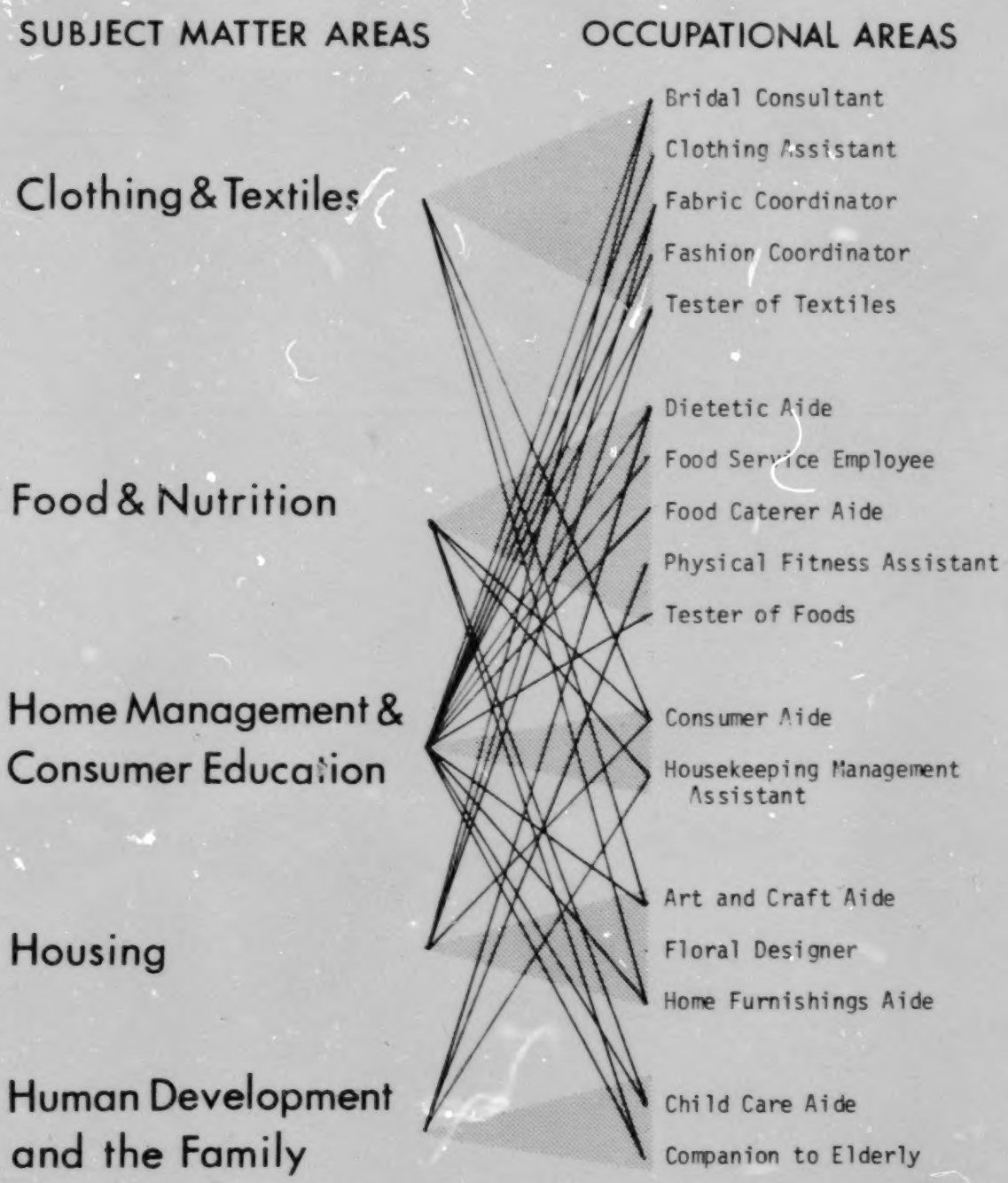

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Figure 2

CHAPTER III

APPROVED OCCUPATIONS FOR HOME ECONOMICS COOPERATIVE EDUCATION PROGRAMS IN TEXAS

An occupation approved for Home Economics Cooperative Education programs must (1) be classified as an occupation requiring knowledge and skills in one or more of the following home economics subject areas: child development, clothing and textiles, consumer education, family living, food and nutrition, home management, or housing, (2) provide a minimum of 240 hours of classroom instruction for Semester Unit Plan (80-minute periods) or 160 hours of class instruction for Quarter Unit Plan, and 525 hours of supervised on-the-job training and work experience per school year in an approved home economics occupation. Approved occupations include the following:

- Art and Craft Aide
- Bridal Consultant
- Child Care Aide
- Clothing Assistant
- Companion to Elderly
- Consumer Aide
- Dietetic Aide
- Fabric Coordinator
- Fashion Coordinator
- Floral Designer
- Food Caterer Aide
- Food Service Employee
- Home Furnishings Aide
- Housekeeping Management Assistant
- Physical Fitness Assistant
- Tester of Foods
- Tester of Textiles[1]

Occupations that cannot be approved are those which come within the definitions of programs for agriculture, distributive education, industrial education, health occupations, technical education, vocational office education, and occupations generally considered professional or requiring the baccalaureate or higher degree.

Detailed descriptions of each approved occupation and suggested places of employment are as follows:

APPROVED OCCUPATIONS AND JOB DESCRIPTIONS	PLACES OF EMPLOYMENT
ART AND CRAFT AIDE Assists hobbyists in selecting tools and supplies for art and craft projects; demonstrates and teaches arts and crafts to individuals and groups; prepares attractive and educational art and craft displays; helps keep store clean and orderly.	Specialty Shops: Hobby Shops Needle Craft Shops Knit Shops Ceramic Shops Department Stores City Recreation Departments YWCA; YMCA Nursing Homes Housing for Elderly Churches

[1] Vocational Homemaking Education Program Standards. Austin, Texas: Texas Education Agency, 1975.

APPROVED OCCUPATIONS AND JOB DESCRIPTIONS	PLACES OF EMPLOYMENT
BRIDAL CONSULTANT Advises bride on wedding etiquette; assists with selection of wedding apparel and trousseau; advises bride on becoming makeup and hair styles; examines garment on customer to determine type of alterations needed; fits and marks garment for proper alteration; makes minor alterations and repairs; makes wedding veils; presses garments; advises bride in selection of tableware, stationery, invitations, announcements, and gifts; arranges for services of photographer, caterer, and florist; assists with plans for showers and teas; displays merchandise in store and in store windows; assists with bridal fashion shows; helps keep store clean and orderly.	Department Stores Specialty Shops Clothing Rental Shops Professional Wedding Consultants
CHILD CARE AIDE Assists with care of young children in approved child care centers or private homes with supervision; works with infants and normal and exceptional children; helps children develop acceptable habits of behavior, cleanliness, eating, playing, resting, toileting, health, and safety; directs learning experiences appropriate for various age groups.	Nursery Schools Child Care Centers Kindergartens Centers for Mentally Retarded Centers for Physically Handicapped Private Homes (with supervision)
CLOTHING ASSISTANT Repairs clothing and makes alterations on women's and men's garments (such as dresses, coats, and suits) according to the customer's preference and measurements; examines garment on customer to determine type of alteration needed; fits and marks garment for proper alterations; uses manipulative skills in making alterations and repairs; constructs garments; arrives at work agreement with customers; works in entry level and advanced occupations in commercial apparel production; receives garments; recognizes fibers and their characteristics; launders, dry-cleans, and presses garments; labels and bags garments; keeps records; helps keep shop clean and orderly.	Department Stores Ready-to-Wear Stores Clothing Rental Shops Alteration Shops Dressmakers Clothing Manufacturers Hospitals Nursing Homes Hotels and Motels Laundries Dry Cleaning Establishments

APPROVED OCCUPATIONS AND JOB DESCRIPTIONS	PLACES OF EMPLOYMENT
COMPANION TO ELDERLY Assists elderly persons with psychological needs, grooming and dressing, clothing care, meal preparation, feeding, housekeeping, exercise, personal business, and social activities; launders, irons or presses, folds, and puts away clothing or obtains clothing care services as needed; helps plan, prepare, and serve meals suitable for elderly person; makes beds; takes safety measures to prevent accidents; takes appropriate actions in an emergency; and reports signs of illness or discomfort.	Nursing Homes Homes for Aged Convalescent Homes Private Homes (with supervision)
CONSUMER AIDE Note: The chief function of a Consumer Aide is to provide consumer information and assistance. The on-the-job training experiences of a Consumer Aide do not include selling, sacking, or stocking merchandise. A Consumer Aide assists consumers in making wise selections; performs personal shopping services; prepares and distributes menus, recipes, and other handouts; prepares consumer information displays and exhibits; demonstrates use, storage, and care of products and equipment to consumer; lectures and conducts classes for groups; posts unit costs; cares for children while parents shop; helps keep store clean and orderly.	Grocery Stores Department Stores Appliance Stores Utility Companies
DIETETIC AIDE Works as a member of the dietary team under the direction of a dietitian; uses nutrition information in planning, preparing, and serving meals to persons with specific dietary needs; selects and correctly uses proper pieces of equipment for specific jobs in food preparation and service; prepares simple foods for late trays and snacks; assembles trays according to diet instructions; examines filled trays for conformance with menu and diet regulations; designates trays with name and room number for delivery to patients; distributes trays to patients' rooms; serves food in patient dining room; handles food, beverages, equipment, utensils, and table settings in ways to prevent contamination;	Hospitals Nursing Homes Children's Homes Schools Institutions

APPROVED OCCUPATIONS AND JOB DESCRIPTIONS	PLACES OF EMPLOYMENT
helps keep work area clean and orderly; observes safety precautions and follows appropriate emergency procedures; assists in management of the dietary office by answering the telephone, making diet changes, tabulating diets, and taking meal census.	
FABRIC COORDINATOR Discusses features and qualitites of fabrics with home sewer; assists home sewers in selecting and coordinating fabrics, patterns, and notions; answers questions about construction techniques; advises home sewer on quantity of fabric needed; measures and cuts fabric; orders, receives, and displays merchandise; prepares attractive displays of merchandise in store or store windows; helps keep store clean and orderly.	Fabric Shops Department Stores Variety Stores Discount Stores
FASHION COORDINATOR Note: A Fashion Coordinator may only be approved in cities where there is sufficient business to justify the employment of persons in this position. In addition, a Fashion Coordinator may only be approved in a business establishment where there is a qualified training supervisor who has the responsibilities of Fashion Coordinator. Under this type of supervisor, a student employed as a Fashion Coordinator must be allowed to work between the departments within the store. A Fashion Coordinator coordinates garments and accessories for various occasions; describes garment construction, quality, fiber content, care, and durability; discusses current fasions and styles for figure type; examines and fits garments on customer; arranges window and store displays; assists in planning and presenting fashion shows; helps keep store clean and orderly.	Department Stores Specialty Shops Ready-to-Wear Shops Clothing Rental Shops

APPROVED OCCUPATIONS AND JOB DESCRIPTIONS	PLACES OF EMPLOYMENT
FLORAL DESIGNER Verifies information about special events cares for and prepares flowers and plants; designs and fashions floral pieces and decorations using natural and artificial flowers and foliage; advises customer regarding selections; plans floral settings for special occasions; packages or wraps goods sold; displays merchandise; helps keep store clean and orderly.	Florist Shops Department Stores Specialty Shops
FOOD CATERER AIDE Assists with planning, preparing, packaging, transporting, and serving food; selects and correctly uses proper piece of equipment for food preparation and service; arranges tables and decorations; arranges buffet tables; sets assigned tables following instructions for the function; serves special occasion foods; receives, stores, and issues food and supplies; takes inventory.	Catering Services Restaurants Grocery Stores Specialty Houses Wedding Services Convention Centers
FOOD SERVICE EMPLOYEE Prepares food using standard recipes; selects and correctly uses proper piece of equipment for specific jobs in food preparation and service; sets and maintains tables; takes orders; serves food to customers; cleans tables; presents checks; washes and inspects glassware, flatware, tableware, and utensils; takes inventory; receives, stores, and issues food and supplies; assists with management of food service establishment.	Commercial Food Service: Restaurants Cafes Tea Rooms Cafeterias Franchise Food Establishments Non-Commercial Food Service: Hospitals Nursing Homes School Cafeterias Children's Homes Private Homes (with supervision)
HOME FURNISHINGS AIDE Organizes and files sample catalogs; arranges displays; helps with bridal selections; arranges furniture in store; keeps wallpaper, drapery, and upholstery samples straight; assists in accessory department; coordinates arrangements of samples and accessories; helps interior designer plan for clients' homes; assists with and constructs draperies and home accessories; helps keep shop clean and orderly.	Furniture Stores Department Stores Drapery Stores Interior Design Shops Interior Designers Mobile Home Dealer or Manufacturer

APPROVED OCCUPATIONS AND JOB DESCRIPTIONS	PLACES OF EMPLOYMENT
HOUSEKEEPING MANAGEMENT ASSISTANT Cleans guest rooms, patient rooms, private home, or public building; selects, uses, and cares for cleaning equipment and supplies; sweeps, mops, or vacuums floors; waxes and buffs or applies floor finish; shampoos carpet; makes beds; dusts, waxes or polishes, and cleans furnishings; cleans glass, light fixtures, walls, ceilings, doors, and woodwork; cleans window treatments; removes stains; takes measures to prevent and control pests; cleans and sanitizes bathrooms, restrooms, and shower rooms; launders, irons or presses, folds, stores, and distributes linens and clothes; may perform other specialized tasks.	Hospitals Nursing Homes Health Care Facilities Hotels and Motels Lodges Resorts Clubs Dormitories Welfare Institutions Educational Institutions Commercial Establishments Private Homes (with supervision) Churches
PHYSICAL FITNESS ASSISTANT Assists with personal analyses of clients; weighs and measures clients; helps plan diets; plans menus and develops recipes; tabulates calories; helps develop exercise programs for clients; demonstrates and supervises use of exercise machines and equipment; supervises use of steam cabinet, sauna, whirlpool, showers, and swimming pool; assists clients in developing body poise and improving body mechanics; enforces safety rules of establishment; assists in administering first aid for minor injuries; gives lectures and demonstrations on various aspects of physical fitness; launders, irons or presses, folds, and stores clean clothes and linens; helps keep facilities clean and orderly.	Health Spas Figure Salons Athletic Clubs Recreation Centers YMCA; YWCA Weight Watchers
TESTER OF FOODS Selects and correctly uses proper tools and equipment for specified food tests; identifies qualities of various foods; collects and tests food samples as directed; makes elementary statistical calculations; records tests results; compares test results with samples or prepared standards; reports variation from standard to director of quality control; checks and calibrates various testing instruments; helps keep laboratory clean and orderly.	Food Processing Plants Public Health Services

APPROVED OCCUPATIONS AND JOB DESCRIPTIONS	PLACES OF EMPLOYMENT
TESTER OF TEXTILES Selects and correctly uses proper tools and equipment for specified textile tests; identifies qualities of various fibers, yarns, and fabrics; collects and tests fiber, sliver, roving, yarn, or fabric samples as directed; makes elementary statistical calculations; records test results; compares test results with samples or prepared standards; reports variation from standard to director of quality control; checks and calibrates various testing instruments; helps keep laboratory clean and orderly.	Textile Firms Research Laboratories

CHAPTER IV

CREDITS AND PREREQUISITES

For the first year in the Home Economics Cooperative Education program, a student must be enrolled for three consective semesters (80-minute periods) or three consecutive quarters (55-minute periods). Under the Semester Unit Plan (80-minute periods) students may earn 3 units upon satisfactory completion of 240 hours of classroom instruction and 525 hours of supervised work experience. Students may earn 6 units if they are enrolled in the program for two years. Under the Quarter Unit Plan (55-minute periods) students may earn 6 quarter units upon satisfactory completion of 160 hours of classroom instruction and 525 hours of supervised work experience. Students may earn 12 quarter units if they are enrolled in the program for two years.

After completion of three semesters or quarters, a student must be enrolled in the program until graduation to receive additional credit as earned. Credit may be granted to second year students for one, two, or three semesters or quarters depending on date of graduation.

There are no homemaking course prerequisites for enrollment in the Home Economics Cooperative Education program. However, some of the occupational areas necessitate possession of at least basic skills. For example, a Clothing Assistant employed to make alterations would need to possess sewing skills before entering the program. A student placed as a Consumer Aide would need well-developed interpersonal skills and self-confidence. Artistic ability would be needed by a student placed as an Art and Craft Aide or as a Floral Designer. Basic skills in food preparation would be needed by a student employed as a Food Service Employee or as a Food Caterer Aide. Knowledge of human nutrition would be needed by a Physical Fitness Assistant or a Dietetic Aide. Background knowledge and skills would be important in these occupational areas for successful employment. See Figure 2, p. 5 for subject matter areas and related occupational areas.

CHAPTER V

TEACHER QUALIFICATIONS

Qualifications required for a Home Economics Cooperative Education Teacher-Coordinator are as follows:

1) At least a bachelor's degree in home economics education from a college or university approved by the State Board of Education for the preparation of vocational homemaking teachers, with a minimum of 48 semester hours in home economics specialization courses. These courses are to be distributed among the following areas of home economics: child development, clothing and textiles, consumer education, family living, food and nutrition, home management, and housing.

2) The completion of a minimum of 18 semester hours of professional education at the junior or senior level, including 6 semester hours of home economics education, 6 semester hours of home economics student teaching, and 6 semester hours of secondary education.

3) A valid Texas vocational homemaking education teacher's certificate.

4) Participation in a Texas Education Agency sponsored workshop for Home Economics Cooperative Education teachers.

In addition, the teacher should have specialized training or occupational experience related to the occupations for which training is being conducted in the program.

CHAPTER VI

THE TEACHER-COORDINATOR

The teacher-coordinator of a Home Economics Cooperative Education program is employed by the local public school to supervise and coordinate the classroom instruction and the work experiences of Home Economics Cooperative Education students. It is her duty to promote interest in the program, organize classes, place students in employment according to their interests and qualifications, develop and organize instructional materials, coordinate school study and work experiences of students, prepare reports, represent the school on special occasions related to vocational education, and keep permanent follow-up records on students.

A cooperative relationship with guidance personnel and good personal relationships with other faculty members are also important. A positive attitude toward teaching for employment; an alertness to possible training stations; an ability to communicate with students, faculty, administration, and community members; and a willingness to accept responsibility for follow-up of students are additional responsibilities for teachers of this program.

CHAPTER VII

DETERMINING THE NEED FOR A HOME ECONOMICS COOPERATIVE EDUCATION PROGRAM

Factors to be considered when determining the need for a Home Economics Cooperative Education program in a community include:

1) Needs of students for occupational education

2) Need of school to include occupational education in curriculum offerings

3) Need of community for trained personnel

4) Opportunities for employment in occupational areas related to home economics

5) Willingness of community members to participate and cooperate in the educational program

6) Skill level of performance necessary for the home economics-related jobs available

7) Training presently available.

Regardless of size, a community should seriously consider incorporating a Home Economics Cooperative Education program into its curriculum because students need the training. Employment opportunities in home economics-related occupations are available in most communities. Even very small communities have employment opportunities within the school system, such as a child care aide in the kindergarten, a food service employee in the school lunch program, and a housekeeping management assistant in school maintenance. Other employment opportunities in small communities might include a clothing assistant under the direction of a competent seamstress and a companion to the elderly in an individual home or a nursing home.

CHAPTER VIII

OPERATING FUNDS

The local school system must provide financial support for the Home Economics Cooperative Education program. The school administration should set aside an adequate fund each year for the purchase of supplies and instructional materials. The budget for supplies and instructional materials must be sufficient to meet the needs of the program. A minimum of fifteen dollars per student will be provided by the school for the operation of the Home Economics Cooperative Education program for the first year. For each succeeding year of the program, ten dollars per student will be provided by the school for operation purposes.

Local funds may be used to purchase:

1) Available courses of study in occupational areas

2) Books and other reference materials in the occupational areas in which students are training

3) Books and other reference materials related to general topics to be used by the entire class

4) Magazines, audio-visual materials, and other teaching aids related to program needs

5) File folders, stamps, and other items as needed.

An additional allocation of $400 for each full Home Economics Cooperative Education unit will be provided through the Texas Education Agency. These funds shall be used for the direct benefit and improvement of the Home Economics Cooperative Education classes for which the vocational teacher unit is allocated. Eligible expenditures include the cost of (1) instructional materials, (2) teaching supplies, (3) technical library, and (4) minor instructional equipment. These funds are intended to supplement, not replace, local effort.

Good maintenance and repair of facilities and equipment contribute to the effectiveness of the Home Economics Cooperative Education program. The local school district is responsible for the maintenance and repair of equipment in the classroom. The school should use part or all of the $660 operating cost allowance provided for the Home Economics Cooperative Education unit by the minimum foundation program for the maintenance and repair of facilities and equipment.

CHAPTER IX

CLASSROOM FACILITIES, EQUIPMENT, AND SUPPLIES

A standard classroom which contains sufficient floor space to accomodate the students enrolled is to be provided for the Home Economics Cooperative Education program. The classroom should contain a desk for the teacher-coordinator and sufficient tables and chairs to allow room for students to work individually. A filing cabinet for the teacher; a bulletin board and chalkboard; a compartment cabinet for journals, pamphlets, library books, and leaflets which are used as instructional materials; a bookcase with a lock for reference books; and storage for students' notebooks are necessary pieces of equipment. A typewriter and convenient access to a telephone are essential.

A library of instructional materials, such as reference books, manuals, bulletins, and courses of study for each occupation in which training is offered, must be furnished by the school.

CHAPTER X

FILING SYSTEM

The manner in which a teacher-coordinator collects and files the materials used in operating the program reflects, to a certain extent, the efficiency of the teacher-coordinator. It is recommended that the teacher-coordinator have at least four file drawers available for use. Below is a suggested list of contents for each file drawer.

First File Drawer

Three sets of folders for students may be prepared for the following purposes:

First set--Current folders, primarly for the daily use of students.
Suggested content:

- Training Plan
- Location Card (daily schedule)
- Daily Reports
- Daily memos and reminders (means of exchange between teacher and student)
- Lesson Sheets (daily assignments)
- Tests
- Weekly Report
- Weekly Planning Worksheet
- Individual Study Progress Report

Second Set--Occasional folders for records not used daily. Suggested content:

- Report Card
- Employer's Ratings
- Periodic Report
- Yearly Wage and Hour Report
- Past forms no longer needed

Second File Drawer

Third Set--Permanent folders primarily for teacher's use and accessible through the teacher. Suggested content:

- Completed Training Plan
- Completed Yearly Wage and Hour Report
- Application Form (with personal picture)
- Acceptance and Placement Form
- Student's Rating Sheet
- Regulation Form
- Publicity
- Special Accomplishments
- Permanent Follow-up Record
- Self-Addressed Envelopes
- Teacher's Recommendations
- Employer's Recommendations

Other materials used only by the teacher-coordinator should be placed in the second file drawer and should have file guides bearing headings such as the following:

1) Advisory Committee
2) Bibliographies of Instructional Materials and Sources of Teaching Aids
3) Budget
4) Coordination Records
5) Correspondence
6) Curriculum and Program Plans
7) Financial Records
8) Inventories
9) Labor Laws
10) Prospective Lists of Employers and Students
11) Publicity
12) Reports
13) Vocational Homemaking Education Standards

Third File Drawer

The third file drawer should contain folders for each student's course of study to be used in individualized instruction.

Fourth File Drawer

The fourth file drawer is reserved for FHA/HERO materials.

CHAPTER XI

ADVISORY COMMITTEE

The success of any cooperative education program depends upon a close relationship between the school and employers of the community. The involvement of members of the community with the program is vital for the program's success. One way of involving community members is to establish a local advisory committee. The Guide for Public Schools in Planning Programs of Occupational Education for In-School Students, Texas Education Agency, 1975, provides that such committees must be established in communities operating cooperative programs.

Duties of Advisory Committee Members

The advisory committee has no administrative function, but makes constructive recommendations for the improvement of the program and helps carry out these recommendations when requested to do so by the teacher-coordinator or other school officials. One of the major purposes of an advisory committee is to aid in the planning of a sound occupational education program which meets the needs of the community. Below are listed suggested duties of an advisory committee:

1) Aid in publicizing and promoting the program in the community.
2) Identify areas into which cooperative home economics can expand.

3) Help to determine criteria for the selection of training stations.

4) Review training plans.

5) Recommend a minimum wage for the purpose of preventing exploitation of students.

6) Provide supplementary instructional materials when available.

7) Assist with the evaluation of the program.

8) Advise, as needed, in relation to program objectives, course content, and the competences expected in the occupations for which the training is being offered.

9) Advise on criteria for the selection or recruitment of students.

10) Help obtain information regarding job opportunities in the occupational areas included in the cooperative program.

Selection of Advisory Committee Members

The advisory committee should be organized in the initial stages of the program. The teacher-coordinator may have identified possible committee members as the initial visits were made to employers. The school superintendent, vocational director, and principal may also be able to recommend possible committee members.

Once the members of the committee have been selected, they should be approved by the superintendent, and the letter of invitation signed by the superintendent should be sent to each person. The letter of invitation should explain the functions of and define the term of service for advisory committee members. A suggested letter of this type is shown in Figure 3, p. 20.

The advisory committee may be composed of five to seven members who serve for one to two years. One- to two-year terms for committee members provides an opportunity for more citizens of the community to become acquainted with the program. A rotation plan for the addition of new advisory committee members may be used. Members on the committee should include:

Managers -- These members may be managers or owners of businesses who are prominent in civic affairs. Some factors to consider when selecting these persons are their close relationship to the fields of employment represented and their participation and interest in school affairs and educational matters. They can provide information on (1) the need for trained employees and (2) the expectations of employers in regard to the jobs in their businesses.

Training Sponsors -- In some situations the training sponsors may be employees rather than managers or owners of the businesses. Regardless of their positions, at least one or two training sponsors should be included on the committee. Their contribution is similar to that of the manager.

School Administrators -- This may be the superintendent, vocational director, or principal. This committee member can aid in interpreting the educational objectives and policies of the program. Only one school administrator should serve in any one year.

Other Persons -- These may include homemakers or other persons in business or professions. These members can help identify services needed and available resource materials.

Selection of advisory committee members may be acknowledged in a news release by the superintendent or other school official. A sample news release regarding selection of advisory committee members is included in Figure 39, on p. 95.

Organization of Advisory Committee

Each committee should have a chairman and a secretary selected from the group by its own members. The chairman should be a representative of the business community rather than a school administrator. Meetings are called by the chairman at the suggestion of the teacher-coordinator. Meetings should be held periodically, but not more often than is necessary. Advisory committee members donate their time and efforts to aid the school, and the imposition of unnecessary requests for assistance is unwise. A clear-cut agenda with a definite purpose should be planned for every committee meeting. Meetings called merely for the sake of meeting are likely to result in a loss of interest and an eventual loss of committee members. Meetings should begin and end on time.

A copy of the minutes of each meeting should be sent to all committee members. The superintendent should be kept informed of the proceedings of each meeting.

Planning an Advisory Committee Meeting

The following suggestions may be helpful to the teacher-coordinator when making plans for an advisory committee meeting.

1) Notify each member well in advance of the meeting.

2) Plan the agenda for the meeting ahead of time.

3) Provide materials needed for the meeting, such as training plans, instructional materials, wage scales, etc.

4) Create a relaxed atmosphere.

5) Give each member an opportunity to express his ideas, and make him feel that his contributions are valuable.

6) Guard against letting one person's ideas dominate the thinking of the group.

7) Emphasize the positive rather than the negative point of view.

8) Make important decisions only after there has been time for thought.

9) Close the meeting with a summary of decisions reached and with an understanding of what is to be done before the next meeting.

10) Discuss the suggestions made by the advisory committee with the city coordinator of Homemaking Education and with the school superintendent, vocational director, and principal.

LETTER OF INVITATION TO ADVISORY COMMITTEE MEMBER

(School Letterhead)

(Date)

(Inside Address)

Dear :

The *(Name of School System)* would like to extend an invitation to you to participate as an advisory committee member for the *(Name of High School)* Home Economics Cooperative Education program for the *(Date)* school year.

The functions of the advisory committee are to make constructive recommendations for the improvement of the program and to serve in other advisory capacities as needed. The committee will function under the guidance of *(Teacher-Coordinator's Name)*, Teacher-Coordinator for the Home Economics Cooperative Education program, and will meet a minimum number of times throughout the year. If you desire further information concerning the program before responding to this invitation, please contact *(Name)* *(Phone)*.

Would you please notify us within the next week as to your decision concerning this opportunity? Your participation as a member of the committee would be a service to both the school and to the community.

Sincerely Yours,

(Name of Superintendent)
Superintendent of Schools

Figure 3

CHAPTER XII

STUDENT SELECTION

One of the most important factors in the success of a cooperative education program is the quality of students selected to enter training. This does not mean to imply that all students must be "A" or "B" students, but it does mean that they should possess the aptitude, interest, need, physical and mental competence, and other qualifications necessary for success in a particular occupational area.

Eligibility of Students

High school students, sixteen years of age or older, who are classified as juniors or seniors are eligible to enter the program. One reason for enrolling junior students is to give them the advantage of a two-year training program. Applicants may or may not be employed at the time they are admitted to the program. Since, in some instances, the work may be strenuous, students who have physical defects or serious weaknesses should be carefully screened before entering certain occupational areas. This program is not designed for students with major learning disabilities.

Factors to Consider When Selecting Students

Careful consideration by the teacher-coordinator of the personal characteristics listed below is recommended when selecting students for a Home Economics Cooperative Education program:

1) Interest in receiving training
2) Physical suitability
3) Disciplinary record
4) School attendance records
5) Hobbies
6) Past work experience
7) Recommendations
8) Past employer's opinions
9) Other school activities
10) Personal appearance
11) Grades in high school
12) Personality characteristics:

a) punctuality
b) honesty
c) loyalty
d) alertness
e) accuracy
f) perserverance
g) cooperation
h) initiative
i) sincerity
j) willingness to work

Students who wish to develop skill in a vocation and who need and can profit by the training should be accepted into the program. Those who are interested only in "spending money," who want to leave school early, who expect to be able to participate in many extracurricular activities, or who are emotionally unstable or immature should not, ordinarily, be accepted for the Home Economics Cooperative Education program.

Contacting Students

Although recruitment in the spring is more desirable than in late summer, teachers who are beginning a program may have no other alternative. One way of contacting students would be to examine student record cards and mail a letter and interview schedule to all eligible students. An example of such a letter and interview schedule is shown in Figure 4, pp. 23 and 24. From these forms, the list can be narrowed to those who are interested and who can then be scheduled for personal interviews. Application blanks asking for the following information can be given to the students at the interview:

1) Occupation desired
2) Reason for choice
3) Possible training stations
4) Resumé of school credits
5) Four references
6) Signature of parent
7) Signature of student
8) Agreement to join FHA/HERO

An example of an Application Form and Acceptance and Placement Policies is shown in Figures 5 and 7, pp. 25-28 and 30. Before using this application form, the teacher should check the list of occupations on the third page of the form and should delete any that are not available in a particular city. Also the teacher should check with administrators to be sure the forms are consistent with existing school policies. These forms are helpful in working with prospective students and should be placed in individual students' folders as students become active in the Home Economics Cooperative Education program.

Securing Recommendations

Student rating sheets should be sent to the teachers the student listed as references on the application blank. A suggested form is shown in Figure 6, p. 29. Some qualifications of an applicant are difficult to evaluate through personal interviews and from the application forms. Information about attitudes, character, and ability to get along with others in a work situation can be obtained from interviews with teachers, principals, and employers.

As the final decisions are made, some reasons for rejecting students include:

1) Poor physical condition
2) Low moral standards
3) Poor school reputation
4) Poor background
5) Little interest in becoming employable.

Schedules of students selected for the cooperative program should be checked to be certain that they will be able to graduate with their class. Required courses should be checked carefully. Since students may work during the school day, scheduling may be difficult. Some schools permit cooperative education students to register before various sections are filled.

LETTER TO STUDENT

(School Letterhead)

(Date)

(Inside Address)

Dear :

A new program of Home Economics Cooperative Education has recently been added to the list of high school subjects. In this program, the student will be employed a minimum of fiteen hours per week in a place of business in the city. The student will spend half of each day in the study of regular high school subjects, including a special class related to occupational education. In addition to receiving practical work experiences, the student will be paid for work performed while he acquires training in an occupation of his choice.

This is primarily a two-year course for which a student may achieve *(number of credits awarded locally)* credits per year. This plan enables the student to prepare himself for full-time employment and at the same time satisfy graduation requirements. Training in approximately twenty occupations will be available this year. In general, choices may be made from the following types of occupations: art and craft aide, bridal consultant, child care aide, companion to elderly, consumer aide, clothing assistant, dietetic aide, fabric coordinator, fashion coordinator, floral designer, food caterer aide, food service employee, home furnishings aide, housekeeping management assistant, physical fitness assistant, tester of foods, or tester of textiles. The occupation selected by a student will depend upon his interests and abilities.

If you are interested in obtaining further information regarding the program, you may contact *(Teacher-Coordinator)* at the *(Name of High School)* any morning during the week of *(Date)* from *(Time)*. If it is not possible for you to come in person, you may mail the attached blank to *(Teacher-Coordinator)* at *(Name of High School)*.

Sincerely yours,

(Name of Principal)
Principal

Figure 4

REQUEST FOR INFORMATION ABOUT HECE

Page 2

Name _____ Age _____

Address _____ Phone _____

Occupation in which you are interested _____

_____

Are you working now? _____

If so where? _____

Return to: _____
(Teacher-Coordinator's Name)

_____
(Address)

_____

Figure 4 (continued)

APPLICATION FOR ENROLLMENT

HOME ECONOMICS COOPERATIVE EDUCATION

Name _____ Classification _____ Attach a recent photograph in this blank

Address _____ Zip Code _____

Phone _____ Birth Date _____

Age _____ Weight _____ Height _____

Social Security Number _____

Application Date _____

Homeroom Teacher _____ Homeroom Number _____

Marital Status: Single _____ Married _____ Spouse's Name _____

Father's Name _____

Address _____ Zip Code _____

Occupation of Father _____ Firm _____

Mother's Name _____

Address _____ Zip Code _____

Occupation of Mother _____ Firm _____

Who do you live with? _____

Are you the only child living at home? Yes _____ No _____

Names and ages of brothers and sisters _____

_____

Do you have any physical disabilities? _____ If so, what? _____

_____

(Note: Physical disabilities include asthma, diabetes, epilepsy, fainting spells, poor hearing, weak eyes, or others. These disabilities can be very hazardous on some jobs. Please be very accurate in answering this question.)

Figure 5

What required subjects do you lack for graduation?

_____ _____ _____

_____ _____ _____

_____ _____ _____

Do you plan to go to college? Yes _____ No _____

If you go to college, will you need to work to pay any of your expenses?
None _____ Part _____ All _____

What are your interests? (Hobbies, organizations, sports, extracurricular)

_____

_____

How did you become interested in this program? Why do you want to enroll in this program? _____

_____

_____

Have you ever been suspended from school? Yes _____ No _____ If so, when and for what reason? _____

_____

_____

What arrangements will you have available for transportation to and from interviews and to and from work?
Public Bus _____ Car Pool _____ Family Car _____ Own Car _____

Are you willing to take a polygraph test? Yes _____ No _____

Will you agree to give your employer a full two weeks notice before quitting your job under any circumstances, unless your teacher approves a shorter notice? Yes _____ No _____

Will you be willing and able to attend and participate in Future Homemakers of America/Home Economics Related Occupations activities as a part of this course?

Yes _____ No _____

Are you willing to pay FHA/HERO dues? Yes _____ No _____

Figure 5 (continued)

The occupations for which training will be available are listed below. Please indicate your three occupational choices. Put the figure "1" before your first choice, "2" before your second choice, and "3" before your third choice.

_____ Art and Craft Aide (teach art and craft construction)

_____ Bridal Consultant (assist with making selections and arrangements for weddings)

_____ Child Care Aide (assist in the care of young children in establishments meeting minimum standards for licensed child care centers)

_____ Clothing Assistant (alter, clean, press, repair, and construct garments)

_____ Companion to Elderly (assist with personal grooming, care, and activities of elderly persons)

_____ Consumer Aide (provide information to aid consumers in making wise selections)

_____ Dietetic Aide (work under the direction of a dietitian in a hospital or a home for elderly persons)

_____ Fabric Coordinator (assist with selection and combination of fabrics and notions)

_____ Fashion Coordinator (assist with fashion selection, accessorizing, style shows, displays)

_____ Floral Designer (assist with flower arrangements and other responsibilities of a florist)

_____ Food Caterer Aide (assist in preparing and catering food)

_____ Food Service Employee (assist in preparing and serving foods)

_____ Home Furnishings Aide (help with home decorating and the construction of draperies and/or accessories for the home)

_____ Housekeeping Management Assistant (perform housekeeping duties in home or business)

_____ Physical Fitness Assistant (plan exercise, diets, health care routines in establishments emphasizing physical fitness)

_____ Tester of Foods (assist in testing foods under the direction of a professional worker)

_____ Tester of Textiles (assist in testing textiles under the direction of a professional textile tester)

School subjects you like most _____

Please check the homemaking courses listed below which you have taken and give the names of the teachers who taught the courses.

Homemaking I _____
Homemaking II _____
Homemaking III _____
Homemaking IV _____
Summer Projects _____

Child Development _____
Consumer Education _____
Home and Family Living _____
Home Furnishings _____
Home Management _____
Home Nursing _____

Figure 5 (continued)

Is there any particular place you prefer to work? If so, give the name of the establishment and employer:

Firm _____ Location _____

Manager _____ Phone _____

Are you working now? _____ If so, where _____

Previous Employer	Location	Manager
_____	_____	_____
_____	_____	_____

Class schedule

Period	Course	Room No.	Teacher
HR			
0			
1			
2			
3			
4			
5			
6			

Will you be ready to interview prospective employers and begin work by the middle of next August? Yes _____ No _____ If not, why? _____

Have you discussed the advisability of your enrollment in this program with your parents or guardian? Yes _____ No _____

List the names of four teacher references. (Major subject teacher only. Homeroom teacher reference is not acceptable.)

_____

_____

_____

Approved: _____ Signed: _____
Parent or Guardian Student

Figure 5 (continued)

STUDENT'S RATING SHEET
(Date)

(Inside Address)

Dear :

(Student's Name) has made application for admittance into the Home Economics Cooperative Education program. Your evaluation of the rating of this student in relation to the following characteristics will be greatly appreciated.

Please check appropriate squares, sign, and return to *(Teacher-Coordinator's Name)*.

Rating: E - Excellent G - Good F - Fair P - Poor

CHARACTERISTICS	E	G	F	P	COMMENTS
Honesty					
Dependability					
Willingness to work					
Capacity to do work					
Quality of Work					
Attitude toward school					
Personal appearance					

Signed: _____
Teacher-Coordinator

Figure 6

ACCEPTANCE AND PLACEMENT POLICIES

The very nature of the Home conomics Cooperative Education program makes it necessary for students to possess certain qualifications. The following statement of the principles concerning the necessary qualifications is made in an effort to inform students so that they will receive the intended vocational benefit from the course.

ATTENDANCE -- All students are employed in an occupation related to home economics. The businesses that employ students must make adjustments in schedules to provide training stations. For this reason, the student must have a good attendance record and continue in regular attendance.

GRADES -- Students may not have a period for study hall in their schedules. Therefore, they must budget their time so they can study. Students who make good grades are more able to make this necessary adjustment.

CITIZENSHIP -- When students are employed they represent the business, the school, their family, and themselves. Employers want good citizens. Only students with excellent citizenship records should represent the school to the business community.

EMPLOYABLE -- All students must be recommended to the employer by the teacher-coordinator. A professional recommendation of this type can be made only when the teacher-coordinator believes that the student has the necessary qualifications for a specific job in a specific business. Since the teacher-coordinator's responsibility is to place the right student in the right training station, she must use every means at her disposal to insure that the student receives the maximum benefit from the course.

Do you understand that acceptance into the course depends upon placement in an approved training station? Yes _____ No _____

Do you agree to abide by the "ACCEPTANCE AND PLACEMENT POLICIES" given above? Yes _____ No _____

_____ _____

Student Date

_____

Parent or Guardian

Figure 7

CHAPTER XIII

TRAINING STATIONS

A training station is defined as the establishment which employs a Home Economics Cooperative Education student and provides supervised training in accordance with a written training agreement or plan. The employer is the person associated with the training station who hires the student, who approves his training plan, and who may supervise his on-the-job training. In some situations, the supervision of the student is handled by another employee. This employee then becomes the training sponsor and is the one with whom the teacher meets to discuss the student's program and to plan his related class experiences. The training sponsor must be in a position to supervise the student in order for the work experience to be a continuous learning process.

Selection of Training Station

Not all establishments are equally suitable for use as training stations. One of the most important factors to consider is the attitude of the employer and his employees toward the cooperative education program. The employer must understand that the purpose of the cooperative education program is to provide a learning situation for the student; therefore, the student should be rotated from one task to another as each task is mastered.

Some additional factors to consider when selecting the training station include:

1) Respectability and reputation of the employer

2) Competence of employees

3) Standards of workmanship

4) Adequacy and appropriateness of equipment

5) Volume of business

6) Policies of the company toward occupational training

7) Existing employer-employee relationships

8) Sufficient learning for one or two years of training.

The employer should be able to provide training throughout the school year for the number of students he agrees to take. The work situation should allow for the rotation of students from one task to another as they become proficient in a particular area. The wages paid to the students should be comparable with those that other firms in the community pay to beginning employees in the same occupation.

The training station should be clean and free of hazards. When possible, a location near the school or one easily reached from the school is desirable. The selection of training stations in undesirable sections of the community should be avoided. Other factors to consider when selecting the training stations are the suitability of working conditions for high school students, the hours of

work, the opportunities for learning and advancement, and the availability of instructional materials for the occupational area.

How to Find Qualified Training Stations

A method of finding qualified training stations is to secure information from such sources as the Chamber of Commerce, the city directory, the yellow pages of the telephone book, the Better Business Bureau, and the Texas Employment Commission. An informal visit by the teacher-coordinator to a prospective training station to obtain first hand information may be advisable. Information on prospective training stations should be discussed with members of the advisory committee. Prior to her first visit, the teacher-coordinator should use the list approved by the advisory committee and send letters to acquaint the managers or personnel directors of prospective businesses with the Home Economics Cooperative Education program. A sample copy of this letter may be found in Figure 8, p. 34.

Interview with Manager or Personnel Director

A personal interview with the manager or personnel director should then be planned by the teacher-coordinator. Information to be obtained through the interview includes answers to the following questions:

1) How many persons are employed in the occupational area (i.e., child care aide, dietetic aide)?

2) What is the anticipated increase or decrease in number of employees in the next year?

3) What is the annual turnover of employees in the area?

4) In which occupations is there a shortage or an abundance of workers?

5) How do employers obtain persons to fill vacancies?

6) What are opportunities and requirements for advancement in the occupation?

7) What training programs are provided by the employer?

8) Would the employer be willing to employ a student in the Home Economics Cooperative Education program?

9) What is the probable salary schedule?

10) What is the general age of the employees?

11) What fringe benefits accompany the job?

12) What community resource persons are available to help with the education program?

13) Would the employer be available as an advisory committee member?

The form in Figure 9, p. 35 may be helpful in obtaining information from prospective employers. Information may be added or deleted depending on individual use.

The following advantages of participating in the program might be discussed during the first visit. The program

1) makes possible better trained employees

2) provides both a present and future source of employees

3) gives the employer the opportunity to take an active part in the school program

4) enables the school to give employers better returns on their tax money

5) helps to provide employees for expansion of the business

6) increases trainee efficiency and alertness to have the counseling and cooperation of the coordinating teacher

7) insures an interested worker, since the occupation was chosen by the trainee and was not a chance decision

8) helps fill the need for trained men and women in the field

9) provides a source of trained employees during peak periods or when regular employees are sick or on vacation

10) keeps some of the young people in the community and thus contributes to better community life

11) increases the efficiency of training sponsors (regular employees) since
    a. the student takes some routine work from them, which allows the training sponsor more time for more complicated tasks
    b. the training sponsor is complimented for her/his responsibility and job performance.

This information could be left with the prospective employer or made into a flip chart to be used during the visit. Additional information to be left with the prospective employer might consist of the student regulation form, a training plan, and a student evaluation form.

The employer and training sponsor should have a clear understanding of the cooperative education program. They should be aware that during class time the student will study topics relevant to the job for which he is being trained as well as more general information related to employer-employee relationships, job ethics, personality development, job morale, personal care and hygiene, and characteristics of successful employees in the occupation for which he is training. The teacher-coordinator should help the employer and training sponsor see the advantages of rotating the student at reasonable intervals of time so the training period is a continuous learning situation for the student.

SAMPLE LETTER TO BUSINESSMEN

(School Letterhead)

(Date)

(Inside Address)

Dear :

We wish to acquaint you, as an employer of persons engaged in occupations related to home economics, with a new course--Home Economics Cooperative Education--which has been added to our high school curriculum. The aim of the course is to enable our school to render a more complete service to our local businesses and institutions by supplying them with better trained personnel from among our graduates.

The Board of Education feels that the inclusion of this type of program will do much to provide the youth of *(Name of Town)* with a well-rounded educational program that will fulfill the need for practical, down-to-earth training. It will enable that large percentage of our students who desire to become occupationally competent either to enter full-time employment upon graduation or to supplement their incomes while attending college or a vocational school.

As the name of the course suggests, the course is carried on through a cooperative arrangment between the businesses and institutions of our city and the local schools. Practical training is provided the student through part-time employment in some place of business--such as yours--during each morning or afternoon. Information related to the student's occupation is provided by our high school in a special class scheduled each morning or afternoon. Students must be of junior or senior standing and must be at least sixteen years of age to participate in this program.

(Name of Teacher-Coordinator), teacher-coordinator of this program, will make every effort to visit you in the near future and explain the operation of this program in more detail. If you decide that your place of business will be in a position to cooperate in training one or more students, we shall be very happy to include you on our "faculty."

Sincerely yours,

(Name of Superintendent)
Superintendent of Schools

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Figure 8

QUESTIONNAIRE FOR PROSPECTIVE EMPLOYERS

Date _____

1. Name of firm or individual _____

2. Name of director or manager _____

3. Type of firm or business _____

4. How many employees do you have?

   _____ Full-time _____ Part-time

5. What age-range employee do you prefer? _____

6. What is the approximate length of service of these employees? _____

7. Where do you go to find persons to fill jobs? _____

   _____

8. When vacancies do occur, how difficult are they to fill?
   _____ a. easy, many qualified applicants
   _____ b. several qualified applicants
   _____ c. few or no qualfied applicants

9. Would you be willing to train high school juniors or seniors in your firm?
   Yes _____ No _____

10. Would you be interested in employing persons who have received this training? Yes _____ No _____

11. Do you feel there is a need for this kind of program in our area?
    Yes _____ No _____

12. Is there opportunity for advancement within your firm? Yes _____ No _____

13. What types of jobs exist in your firm?

_____ Art and Craft Aide	_____ Floral Designer
_____ Bridal Consultant	_____ Food Caterer Aide
_____ Child Care Aide	_____ Food Service Employee
_____ Clothing Assistant	_____ Home Furnishings Aide
_____ Companion to Elderly	_____ Housekeeping Management Assistant
_____ Consumer Aide	_____ Physical Fitness Assistant
_____ Dietetic Aide	_____ Tester of Foods
_____ Fabric Coordinator	_____ Tester of Textiles
_____ Fashion Coordinator	_____ Other _____

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Figure 9

CHAPTER XIV

PLACEMENT OF STUDENTS

Two factors are involved in the placement of students. One is the selection of a particular student by the employer, and the second is working out the conditions and plan under which the student is to be trained.

On the basis of the initial interview with the employer, the teacher-coordinator can determine, to some extent, what the employer looks for in his employees. The teacher-coordinator can then select the students which she believes might be acceptable to the employer and give him some background data on these students. An interview time can be arranged and several students can be sent for interviews. More students than the employer has agreed to take should be sent to be interviewed. After the interviews have been completed, the teacher-coordinator should arrange for a time to meet with the employer to discuss his decision before the students are notified of his selection. Additional interviews should be arranged for the students not selected by the first employer. These interviews should be in the occupation in which the student has expressed interest.

A list of regulations regarding job ethics and school policies should be discussed with the student. The agreement to abide by the regulations and policies must be signed by the student, the student's parent or guardian, the teacher-coordinator, and the school principal or vocational director. The regulation form found in Figure 11, pp. 37 and 38, or a similar one, may be used provided there is agreement between the form and local school policies.

Student Work Permits

In larger cities, students may need identification when their jobs require them to be off the school campus during school hours. A card, such as the one shown in Figure 10 below, may be printed and issued to each student for identification purposes.

Home Economics Cooperative Education

WORK PERMIT

SCHOOL _____ DATE OF BIRTH _____

GRADE _____ TELEPHONE _____

ADDRESS _____ DATE OF APPR. _____

_____ is currently enrolled in the Home Economics Cooperative Education Program. He/She is excused from school at _____ o'clock to go to work.

_____ _____

Parent Teacher-Coordinator

Figure 10

REGULATION FORM

_____ HIGH SCHOOL, _____ INDEPENDENT SCHOOL DISTRICT

Regulations for Students of Home Economics Cooperative Education

1. A student should be employed within two weeks after entrance into the program. If not employed by this time, the student should be placed on an alternate schedule until employed.

2. A Home Economics Cooperative Education student who fails to perform satisfactorily during any six- or nine-week period may be placed on probation. On a second offense, he/she may be asked to resign.

3. A student suspended from school is placed on probation. On a second offense, he/she may be dropped from the Home Economics Cooperative Education program.

4. A student may be placed on probation after five consecutive days of absence. On a second offense, the student may be dropped from the program. Exceptions include cases of illness of the student or a family member or a death in the family.

5. Any student losing his/her training station due to the student's fault may be placed on probation.

6. A student whose job is terminated for any reason is to report to the teacher-coordinator immediately.

7. A student not in attendance during the time of regular school classes and the related Home Economics Cooperative Education class, except for excused absences, cannot work at his training station.

8. In case of absence, the student is required to call the home economics teacher-coordinator and his/her employer before class or working period.

9. Personal telephone calls on the job are discouraged.

10. When not in classes or at work during school hours, the student should be on the school campus only when he/she has a legitimate reason.

11. Friends or family are not to visit the student on the job.

12. The student is to be on time at school as well as on the job.

13. Parents should understand the student's responsibility to the training station and should not take him/her from work for visits or otherwise interfere with the performance of his/her duties.

45

Figure 11

14. Business rules for dress, conduct, personal appearance, and personal hygiene must be observed.

15. Since training is the primary objective, the student is expected to remain with the training station to which he/she has been assigned.

16. Future Homemakers of America is an important part of a student's vocational training. All students are, therefore, expected to participate in, and actively support, the FHA/HERO chapter related to this program.

17. When Home Economics Cooperative Education students honor their employers with an employer-employee banquet, reception, tea, or other kind of entertainment, all students are expected to attend with their employers as their guests.

18. The student is placed on the job to train and is under the supervision of both the teacher-coordinator and business supervisor where he/she is employed.

19. The student must abide by all school rules and regulations for other school students and consider himself under the jurisdiction of the school while in the training station.

20. The student cannot sue his employer for unemployment compensation.

I have read the foregoing rules for Home Economics Cooperative Education students and agree to follow them to the best of my ability.

_____
Date

_____
Student

_____
Parent or Guardian

_____
Teacher-Coordinator

_____
Principal

Figure 11 (continued)

CHAPTER XV

REPORTS

The following reports are prepared by teacher-coordinators of Home Economics Cooperative Education programs:

1) VOC-030R75, Monthly Travel Report
2) VHM-001R75, Program Plan
3) VOC-044R74, Training Plan
4) VHM-003R75, Annual Report

In addition, teacher-coordinators of combination Useful and Home Economics Cooperative Education programs prepare the following kinds of reports:

1) VHM-002R70, Plan for Summer Phase of Homemaking Program
2) VHM-004R73, Home Experience Report

CALENDAR OF REPORTS

Teacher Unit F=Full HECE C=Combination	Date Due	Report	To Whom Sent	Number of Copies
F and C	Monthly	Travel Report VOC-030R75	Local Administrator	1
F and C	Three weeks after beginning of school	Program Plan VHM-001R75	Area Consultant	2
F and C	Three weeks after student is employed	Cooperative Training Plan VOC-044R74	Area Consultant	Three copies for each student
C	May 15	Plan for Summer Phase of Program VHM-002R70	Area Consultant	1
F and C	June 15	Annual Report VHM-003R75	Area Consultant	2
C	At close of each quarter and the summer phase	Home Experience Report VHM-004R73	Local Administrator	1

Suggestions for preparing report forms are as follows:

1) Forms should be filled out correctly and completely

2) Forms should be typed neatly and correctly

3) Signatures on report forms should be in ink

4) Report forms should be mailed to reach destination before the deadline date.

Examples of six- and seven-period-day schedules for full-unit cooperative teacher and combination-unit cooperative teachers are shown in Figure 12, pp. 41 and 42.

The Secondary Vocational Education Instructional and Teacher Assignment Codes for Home Economics Cooperative Education which are used in completing reports are given in Figure 13, p. 43.

CHAPTER XVI

PERMANENT RECORD and FOLLOW-UP REPORT

A permanent record for each student must be prepared and maintained. An example of a Student's Permanent Record Form is shown in Figure 14, pp. 44 and 45. This form provides information concerning the employer's six- or nine-weeks ratings of the student, related class information, work experience information, follow-up record for five years, and personal data. Each student should complete the Permanent Record form except for Items IV and V before leaving the HECE program.

A follow-up record must be maintained for at least five years for each gainful employment student. This information is valuable for evaluating the program, and is needed to complete the Annual Report prepared by Texas Education Agency.

Teacher-coordinators use several methods to obtain follow-up information on students for five years. This responsibility is sometimes assumed by the school's vocational director. A telephone call to the contact person given by the student on the Permanent Record may aid in obtaining a current address for the former student. Younger brothers or sisters still in school may aid in locating the student, as may current HECE students. Some teachers maintain contact with former students through birthday and Christmas cards.

Occasionally, a student may be difficult to locate. The teacher-coordinator should be persistant and follow-up all possible leads before giving up.

A sample follow-up letter and information card are shown in Figure 15, p. 46. This information card should be updated as needed to be sure that all information needed for reporting purposes is obtained.

APPROVABLE SCHEDULES - COMBINATION UNIT HECE TEACHER-COORDINATOR

I. SEMESTER UNIT PLAN (80-MINUTE PERIODS)
5 Class Periods Per Day

Period	Complete School Day Schedule			Enrollment						School Responsibilities (Other than those involving the Home-making Program)
	Time Start	Time End	Assignment	Gr. 9-12		Below Gr. 9		Adults		
				M	F	M	F	M	F	
1st	8:20	9:40	HECE I	5	7					Junior class sponsor Hall duty - one week each quarter
2nd	9:45	11:05	HECE II	4	6					
3rd	11:10	12:30	Home and Family Living	10	15					
4th	1:00	2:20	Conference/Coordination							
5th	2:25	3:45	Conference/Coordination							
6th										Signed Miss Mrs *Vocational Homemaking Ed. Teacher*
7th										
8th										
			TOTALS	19	28					

II. QUARTER UNIT PLAN (55-MINUTE PERIODS)
A. 6 Class Periods Per Day

Period	Complete School Day Schedule			Enrollment						School Responsibilities (Other than those involving the Home-making Program)
	Time Start	Time End	Assignment	Gr. 9-12		Below Gr. 9		Adults		
				M	F	M	F	M	F	
1st	8:20	9:15	HECE I	5	7					Junior class sponsor Hall duty - one week each quarter
2nd	9:20	10:15	HECE II	4	6					
3rd	10:20	10:40	Homeroom							
4th	10:45	11:40	Home and Family Living	10	15					
5th	12:25	1:20	Conference/Coordination							
6th	1:25	2:20	Conference/Coordination							Signed Miss Mrs *Vocational Homemaking Ed. Teacher*
7th	2:25	3:20	Conference/Coordination							
8th										
			TOTALS	19	28					

B. 7 Class Periods Per Day

Period	Complete School Day Schedule			Enrollment						School Responsibilities (Other than those involving the Home-making Program)
	Time Start	Time End	Assignment	Below Age 14		Ages 14-20		Age 21 or over		
				M	F	M	F	M	F	
1st	8:10	8:30	Homeroom							Junior class sponsor Hall duty - one week each quarter
2nd	8:35	9:30	HECE I	5	7					
3rd	9:35	10:30	HECE II	4	6					
4th	10:35	11:30	Conference/Coordination							
5th	11:35	12:30	Homemaking II		14					
6th	1:05	2:00	Homemaking II		12					Signed Miss Mrs *Vocational Homemaking Ed. Teacher*
7th	2:05	3:00	Conference/Coordination							
8th	3:05	4:00	Conference/Coordination							
			TOTALS	9	39					

Figure 12

APPROVABLE SCHEDULES - FULL UNIT HECE TEACHER-COORDINATOR

I. SEMESTER UNIT PLAN (80-MINUTE PERIODS)
5 Class Periods Per Day

Period	Complete School Day Schedule			Enrollment						School Responsibilities (Other than those involving the Home-making Program)
				Gr. 9-12		Below Gr. 9		Adults		
	Time Start	Time End	Assignment	M	F	M	F	M	F	
1st	8:20	9:40	HECE I	5	7					Junior class sponsor Hall duty - one week each quarter
2nd	9:45	11:05	HECE II	4	6					
3rd	11:10	12:30	HECE I	3	9					
4th	1:00	2:20	Coordination							
5th	2:25	3:45	Coordination							
6th										Signed Miss Mrs.
7th										
8th										
			TOTALS	12	22					*Vocational Homemaking Ed. Teacher*

II. QUARTER UNIT PLAN (55-MINUTE PERIODS)
A. 6 Class Periods Per Day

Period	Complete School Day Schedule			Enrollment						School Responsibilities (Other than those involving the Home-making Program)
				Gr. 9-12		Below Gr. 9		Adults		
	Time Start	Time End	Assignment	M	F	M	F	M	F	
1st	8:20	9:15	HECE I	5	7					Junior class sponsor Hall duty - one week each quarter
2nd	9:20	10:15	HECE II	4	6					
3rd	10:20	10:40	Homeroom							
4th	10:45	11:40	Coordination							
5th	12:25	1:20	HECE I	3	9					
6th	1:25	2:20	Coordination							Signed Miss Mrs.
7th	2:25	3:20	Coordination							
8th										
			TOTALS	12	22					*Vocational Homemaking Ed. Teacher*

B. 7 Class Periods Per Day

Period	Complete School Day Schedule			Enrollment						School Responsibilities (Other than those involving the Home-making Program)
				Gr. 9-12		Below Gr. 9		Adults		
	Time Start	Time End	Assignment	M	F	M	F	M	F	
1st	8:10	8:30	Homeroom							Junior class sponsor Hall duty - one week each quarter
2nd	8:35	9:30	HECE I	5	7					
3rd	9:35	10:30	HECE II	4	6					
4th	10:35	11:30	Coordination							
5th	11:35	12:30	Coordination							
6th	1:05	2:00	HECE I	3	9					Signed Miss Mrs.
7th	2:05	3:00	Coordination							
8th	3:05	4:00	Coordination							
			TOTALS	12	22					*Vocational Homemaking Ed. Teacher*

Figure 12 (continued)

SECONDARY VOCATIONAL EDUCATION
INSTRUCTIONAL AND TEACHER ASSIGNMENT CODE NUMBERS
FOR HOME ECONOMICS COOPERATIVE EDUCATION

I. USOE AND TEA INSTRUCTIONAL CODE NUMBERS

*09.02 01 CARE AND GUIDANCE OF CHILDREN

09.02 21 Child Care Aide

*09.02 02 CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES

09.02 52 Bridal Consultant
09.02 62 Clothing Assistant
09.02 72 Fabric Coordinator
09.02 82 Fashion Coordinator
09.02 92 Tester of Textiles

*09.02 03 FOOD MANAGEMENT, PRODUCTION, AND SERVICES

09.02 33 Food Caterer
09.02 43 Food Service Employee
09.02 53 Tester of Food

*09.02 04 HOME FURNISHINGS, EQUIPMENT, AND SUPPLIES

09.02 44 Home Furnishings Aide

*09.02 05 INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES

09.02 35 Companion to Elderly
09.02 45 Dietetic Aide
09.02 55 Housekeeping Management Assistant

*09.02 99 OTHERS

**09.02 99 Communication Aide
09.22 99 Consumer Aide
09.32 99 Floral Designer
09.42 99 Physical Fitness Assistant
09.52 99 Art and Craft Aide
**09.62 99 Community or Family Service Aide

II. TEA TEACHER ASSIGNMENT CODE NUMBERS

09.00 01 Full HECE Unit
09.00 02 Combination Useful and HECE Unit
09.00 04 Combination HECE and PELE Unit

*USOE CODE NUMBER
**APPROVED BY SPECIAL PERMISSION ONLY

Figure 13

TEXAS EDUCATION AGENCY
Home Economics Cooperative Education
STUDENT'S PERMANENT RECORD

Date Left Program _____, 19 __
Certificate Awarded _____, 19 __

Student _____ Age _____

School _____ Grade _____

Parent's Name _____

Address _____
City State Zip Code

Name of Person to Contact for Permanent Address _____

Address _____
City State Zip Code

Occupation	Training Station	Date Placed

I. EMPLOYER'S PERIODIC RATINGS*

_____ (10-9) Excellent
_____ (8-7) Above Average
_____ (6-5) Average
_____ (4-3) Below Average
_____ (2-1) Unsatisfactory

	First Year						Second Year					
PERIOD (6 or 9 Weeks):	1	2	3	4	5	6	1	2	3	4	5	6
PROGRESS-Has student advanced in skill and knowledge of occupation?												
INITIATIVE-Can student originate and carry through on ideas?												
RELIABILITY-Can student be depended on in his work?												
WORK ATTITUDE-Does student have a good attitude toward his work?												
COOPERATIVE-Does student work well with others?												

Figure 14

*See employer's Periodic Rating Form, Figure 34, p. 86.

II. CLASS RECORD

	First Year						Second Year					
PERIOD	1	2	3	4	5	6	1	2	3	4	5	6
Grades												
Hours in Class												

III. WORK EXPERIENCE

Hours on Job												
Wages Received												

IV. FOLLOW-UP RECORD

EMPLOYMENT (Business or Firm)	Date	Position

V. PERSONAL DATA CONCERNING STUDENT

A. Scholastic ability (quality of work in other classes):

B. School activities (clubs, offices held, achievement, etc.):

C. General remarks (conferences with student, attendance record, home enviroment, etc):

Figure 14 (continued)

SAMPLE FOLLOW-UP LETTER
(School Letterhead)

(Date)

(Inside Address)

Dear :

We are in the process of securing information for our permanent records from former students who have participated in the Home Economics Cooperative Education program conducted in *(Name of High School)*.

A copy of the information needed is enclosed. Please complete and return to me at the address above as soon as it is convenient for you to do so.

Sincerely,

(Name of HECE Teacher-Coordinator)
Teacher-Coordinator

Enclosure

Name _____
Present address _____
_____
Present employment _____
Address _____
_____
Position _____ Date employed _____
Are you now employed? Yes ___ Part-time ___
No ___ Full-time ___
In occupation for which trained? Yes ___ No ___
If no, in what occupation? _____
If unemployed, are you seeking employment? Yes ___ No ___
If unavailable for employment, check reason:
_____ Military _____ College or University
_____ Voc-Tech. School _____ Other _____

Figure 15

CHAPTER XVII

TRAINING PLANS

Cooperative education programs are centered around an organized plan called the Training Plan. This plan is developed by the employer and teacher-coordinator before or soon after the student is employed. The training plan serves as a guide to both the employer and teacher-coordinator in planning the work experiences and individualized study for the student.

Planning with Training Sponsor

Two visits with the training sponsor may be necessary for the development of the training plan. During the first conference, the purpose of the training plan should be explained and the following major points should be discussed:

1) Work Experiences to be Provided -- The appropriate job analysis should be reviewed with the employer to determine which tasks will be performed daily, occasionally, or not at all, and to determine the order in which instruction related to the tasks should be provided.

2) Hours -- The student is to be employed for a minimum of 15 and not more than 25 hours per week. Normally these 15 hours would be 3 hours a day, Monday through Friday. The school may count for credit a maximum of 8 hours work on Saturday and Sunday toward the 15-hurs of supervised work experience per week presently required.

3) Wages -- On recommendation of the Advisory Committee, beginning wages should be at least 50 percent of the regular pay for jobs not affected by the wage-hour law. For jobs affected by the wage-hour law and those for which a student-learner permit is issued, the hourly wage paid shall not be less than 75 percent of the applicable minimum wage. Some employers may be willing to pay the student either the minimum wage or the minimum wage paid his employees if he is not under the Fair Labor Standards Act.

   Complete and accurate information should be kept up-to-date concerning Texas Child Labor Laws, Federal Labor Laws, Federal Wage and Hour Laws, and Student-Learner Permits. Requests concerning these items should be made each year to the address below:

   U.S. Department of Labor
   Wage and Hour Division
   Federal Building
   1100 Commerce Street
   Dallas, Texas 75202

   Each employer should be allowed to arrive at his own decision about wages. If he asks what others are paying, his question should be answered in a general way. Employers who are not covered by minimum wage may need to be encouraged, in a tactful way, to meet the amounts paid by other employers.

Employers are not required to give students raises during their training period; but if the student makes satisfactory progress on the job, a raise would encourage him to continue to do his best and would give him confidence that there are opportunities for advancement in the occupational area.

Preparation of Training Plan

After the conference with the employer, the teacher-coordinator should prepare four or more copies of the student's training plan, listing "Work Experiences to Be Provided" on the job and an "Outline of Study Assignments" for individualized classroom instruction. Work experiences and study assignments related to each task in the job analysis are listed in the course unit outline in either the course of study for that occupational area or Guidebook for HECE Occupational Areas.

The information from the course unit outlines for each occupational area has been condensed on task cards in the HECE Training Plan Card Kit to make training plans easier to prepare. Each task card lists one task, the work experiences, and study assignments related to that task. (See sample Child Care Aide task cards in Figure 17 p. 56.)

To prepare the training plan, the teacher should arrange the task cards for the occupational area in which the student is employed in the order which seems most appropriate for the student's on-the-job training. This order should be determined from the job analysis completed by the employer and from the interviews with the employer. This assures the coordination of both work experiences and study assignments and the progression of learning for the student. Task cards covering tasks not applicable to the student's training situation should be omitted completely from the training plan for first-year students. If the employer indicates that the student will perform tasks not included in the job analysis for any of the approved occupational areas, the teacher should develop a task card for each additional task to use in developing the student's training plan. (Such tasks should represent only a small portion of the tasks to be performed by the student and should be home economics related.) To type the training plan, the teacher or typist can simply type from the ordered cards.

An example of a completed Cooperative Training Plan form is shown in Figure 16, pp. 53-55. Directions for completing the form are given below:

Three typed copies of the Training Plan for each Home Economics Cooperative Education student are due in the office of the area consultant three weeks after the student is employed. This date should be not later than three weeks after the opening day of school or, in the case of a transfer student, three weeks after the student enters the class. The student must be employed at the time the Cooperative Training Plan is prepared. The Cooperative Training Plan is an agreement between the school, the employer, and the student; it is not a contract.

A separate form must be prepared for each Home Economics Cooperative Education student.

The following procedure should be followed in preparing the Cooperative Training Plan:

A. Front Side of a Cooperative Training Plan

1. Grade -- Indicate the student's grade level. The student must be in the eleventh or twelfth grade.

2. Age -- Indicate the student's age. The student must be 16 years of age or over at the time school starts.

3. Sex -- Indicate the sex of the student.

4. Time of Day Related Class Meets -- Indicate the exact time class starts and the exact time class ends, for example, 8:10 a.m. to 9:05 a.m. The related class must be scheduled for 55 minutes of in-class time each school day of for 80 minutes in schools operating under the Semester Unit Plan (80-minute periods).

5. Program -- Give the complete title of the program: Home Economics Cooperative Education.

6. School Campus -- Give the name of the high school offering the program.

7. Student's Name and Social Security Number -- Give the student's name, with the surname first followed by the first name and middle name or initial. Record the student's social security number after his name.

8. Occupational Title and Instructional Code Number -- Use the occupational title and code number as it appears on p. 43.

9. Name of Company -- Use the official name of the company.

10. Name of School District -- Give the official name of school district.

11. Beginning Wage -- Indicate the student's starting salary. On recommendation of Advisory Committee, beginning wage to be paid should be at least 50 percent of regular pay for jobs not affected by the wage-hour law. For jobs affected by the wage-hour law, a student-learner's permit is necessary, and 75 per cent of the applicable minimum wage must be paid.

12. Hours -- Indicate the number of hours the student will work per school week. The student should be employed a minimum of 15 hours or a maximum of 25 hours per week depending on the number of hours he is in school per week.

13. Dates -- Indicate the beginning and ending dates of the training period and the length of the probationary period. The beginning date of the training period should be the date the student was placed on the job. The extension date should be the ending date of the school year. The probationary period will be for 30 days or less. For students participating in the program for two years, a new training plan must be prepared for the second year.

14. Approvals -- Be sure that all signatures are in ink and that each person is identified. The last line is for the signature of the State Director of Homemaking Education, and should be left blank.

B. Reverse Side of a Cooperative Training Plan

1. Work Experiences -- The work experiences should be a logical and systematic listing of skills that the student is expected to acquire on the job during the training period. Each experience listed should be in the verb form and should be worded to complete the Statement: "The student will learn to..." The Course Unit Outline in the Course of Study or Guidebook for HECE Occupational Areas lists work experiences related to each task in the Job Analysis. Information from the course unit outline needed for preparing the training plan has been condensed on task cards for each occupational area in the HECE Training Plan Card Kit. See the sample Child Care Aide task cards in Figure 17, p. 56. The order in which work experiences are listed should be determined from the job analysis prepared during interviews with the employer. Note the Cooperative Training Plan example in Figure 16, pp. 54-55, for additional help in completing this part of the training plan.

2. Record of Work -- This column is used to show which tasks the work experiences cover. Task numbers should be typed in the Record of Work column for quick reference throughout the year. See the sample Child Care Aide task cards in Figure 17, p. 56 and the Cooperative Training Plan example in Figure 16, pp. 54-55.

3. Outline of Study Assignments -- This column should contain topics directly related to the work experiences listed in the first column. The study assignments form the basis for the student's individualized instruction. Each topic should be worded to complete the statement: "The student will study...." The Course Unit Outline in the Course of Study or Guidebook for HECE Occupational Areas lists study assignments related to each task in the Job Analysis. Information from the Course Unit Outline has been condensed on task cards for each occupational area in the HECE Training Plan Card Kit. The order in which the study assignments are listed should correlate with the order in which the work experiences are listed in the first column. Note the Cooperative Training Plan example in Figure 16, pp. 54-55, and the sample Child Care Aide task cards in Figure 17, p. 56, for additional help in completing this part of the training plan.

4. Record of Studies -- This column can be used to list unit and lesson numbers in the Course of Study which are related to each task. The unit and lesson numbers covering each task are found in the upper right corner of each task card in occupational areas for which Courses of Study are available. See sample Child Care Aide Task cards in Figure 17, p. 56. Throughout the year, this information aids in making assignments for individualized instruction related to what the student is doing on the job.

Training Plans for Special Situations

Occasionally a student may be employed in two different establishments and spend a portion of his supervised work time in each. A separate training plan must be prepared for each place of employment.

In some situations, tasks assigned to a student may be related to two different occupational areas such as Floral Designer and Bridal Consultant. In these situations work experiences and study assignments from both occupational areas should be included on the student's training plan. However, on the front of the training plan, the student should be given only one occupational title and code number.. The occupational area designated should be the one in which the student is given the most responsibility on the job.

A new training plan must be prepared in the following situations:

1) When a change in training station is necessary.

2) When a student moves into the program from another school.

3) When a student starts his second year in the program.

A student should be placed on the job within three weeks after entering the program or after a change in training stations becomes necessary. Three copies of the new training plan must be sent to the area consultant within three weeks after the student is employed.

Work experiences and study assignments for the second year student should include those related to new tasks he will perform on the job, and areas in which his grades or performance were weak the first year.

Signatures and Approval

Signatures of the student, parent or guardian, and employer must be obtained. The teacher-coordinator signs the plan and checks to see that all copies of the plan are complete. Three copies should be sent to the Area Consultant for approval. One copy should be attached to the student's daily folder. Plans for students enrolling at the beginning of school must be mailed to the area office not later than three weeks after the date of employment. In the case of late entries, or in the event of second or third quarter entries, the training plan should be mailed within three weeks after the student enters the program. The original and first carbon are returned to the teacher-coordinator after approval. The original should be given to the employer, and the first copy placed in the teacher's permanent file. The other copy remains in the area office.

Using Training Plan

The teacher-coordinator should staple the unsigned copy of the training plan inside the student's daily folder for use throughout the year. The training plan in the student's daily folder can then be used in planning the student's individualized instruction and for checking his progress on the job.

When the student has had the work experiences related to one task and can perform the task successfully without assistance, a check mark can be placed by the task number in the "Record of Work" column. When the "Record of Work" column is kept up to date, the teacher-coordinator can tell at a glance which tasks the student has mastered and which ones the student has yet to experience.

Study assignments completed by the student may be either recorded in the "Record of Study" column in terms of grades or indicated with a check mark showing that the student has successfully completed the assignment.

The training plan in the student's daily folder can be used in weekly planning sessions with the student to plan his individualized instruction. If the student has difficulty with a particular assignment or needs additional activities on a particular topic, the teacher-coordinator can see at a glance which task the student is working on. The teacher-coordinator can then check that task card in the HECE Training Plan Card Kit for additional assignments she has noted on the card. By keeping notes on the task cards of audio-visuals, persons to interview, additional references, etc., the teacher-coordinator can build a reservoir of ideas that she can draw from when a student needs supplementary assignments in areas for which Courses of Study are available. In occupational areas for which no Courses of Study are available, required reading for each task can be noted on the card as well.

The student's training plan can also serve as a guide in working with the training sponsor. It can aid in evaluating the student's progress and in making future plans. Both the teacher and the training sponsor find the training plan helpful in evaluating the student's progress. It can be used to determine whether the student is making satisfactory progress in the occupational area. It can also serve as a reminder of the student's performance on various tasks.

The training plan should be used by the teacher-coordinator and the training sponsor to make plans for the student's on-the-job training and class assignments. A particular student may make faster or slower progress than was anticipated. Changes in the establishment may also affect the student's training. If the teacher-coordinator and training sponsor feel that changes are needed on the student's training plan, work experiences and study assignments can be rearranged, added, or deleted.

If the student is not being rotated from one task to another as agreed on the training plan, the teacher-coordinator should use the training plan in working with the student's training sponsor. The training sponsor should be reminded that the purpose of the Home Economics Cooperative Education program is to provide on-the-job training which will contribute to the student's employability, not merely to provide work experience. The student must learn to perform a variety of tasks in order to be qualified after graduation for jobs in the occupational area.

Grade 11

Age 16

Sex: M___ F X

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology
Austin, Texas

Time of day related class meets 8:20 - 9:35 a.m.

Cooperative Training Plan

PROGRAM Home Economics Cooperative Education SCHOOL CAMPUS Progressive High School

This training plan is to (1) define clearly the conditions and schedule of training whereby student

Harrison, Brenda Ann 449-80-4637 is to receive training as a (an)
(Name and social security no. of student)

Child Care Aide 09.02 21 and (2) serve as a guide to the cooperating parties.
(Occupation and instructional code number)

the Hodges Day Nursery
(Company)

and the Progressive Independent School District
(School district)

Public Schools, in providing the student with opportunities for training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school. They are listed on the reverse side of this page.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ 1.50 per hour for 15 hours per school week, which amount is approximately 75 per cent of that paid competent full-time employees in the same occupation in the community.

2. A review of the wages paid the student will be made jointly by the employer and coordinator at least once each semester for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions.

The training period begins the 19 day of August, 19 75, and extends through May 28, 19 76. There will be a probationary period of 15 days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party.

SIGNATURE APPROVALS:

(STUDENT) (EMPLOYER)

(PARENT OR GUARDIAN) (TEACHER-COORDINATOR)

APPROVED FOR TEA BY Leave blank for signature of state director, Homemaking Education

TEA-12 VOC-044874

(OVER)

Figure 16

WORK EXPERIENCES TO BE PROVIDED The student will learn to:	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS The student will study:	RECORD OF STUDIES
List purposes and nature of center Characteristics of approved centers	1.	Child care centers	I-1-2
Analyze employment opportunities and training needs Determine responsibilities of child care aides Evaluate own suitability as child care aide	2.	Personal characteristics desirable for child care aides	I-3
Help create comfortable environment for children and help them feel secure and self-confident		Family life cycle Influence of family enviroment on development of child Basic needs Difference between growth and development Principles of development Characterisitcs of children 2-5 Areas of development	III-1-2
Help children find place in group Be sensitive to child's feelings Accept children as individuals	9.	Ways children adjust Receiving and integrating children into center activities	IV-2
Help child accept parent's absence Encourage child's expression of feelings and interest in activities Develop curiosity, problem-solving, and zest for living in child Develop rapport with children		Significance of center activities Normal feelings of inadequacy in new situations Role of center's activities in child's growth and development Meeting basic needs	
Promote child's self-pride, self-worth, and self-satisfaction Help children find place in group	10.	Behavior contributing to feelings of adequacy and security Promoting group identification	IV-2-3
Maintain daily routines	12.	Routines in habit development	IV-5
Accept and follow center policies	4.	Following center regulations	I-3
Work under supervision & follow directions	4.	Cooperation among center staff	II-1
Assume duties beyond giving and receiving instructions Maintain routines and activities	7.	Assuming responsibilities and contributing to center program Daily schedule of activities	II-3
Stimulate independence in children	13.	Development of independence	II-5
Accept curiosity at toilet time	15.	Adjustment to toilet training	IV-5
Prepare room for rest period	16.	Rest and sleep needs of children	IV-6
Relate well to parents	8.	Parent-center relationship	IV-1
Evaluate self	6.	Self-evaluation	II-2
Select and prepare materials for children's activities Organize play materials for effective use Improvise play materials	26.	Play materials for different ages Play materials contributing to development of children Play things which can be made	VIII
Use and care of play equipment Select appropriate children's toys Lead children's games	27.	Games and play equipment Evaluating toys Directing children's games	VIII
Detect and report early signs of illness	32.	Symptoms of illness or discomfort Common diseases of children Health policies of center	X-2
Follow center-approved health measures Help children develop good health habits	33.	Children's sanitation practices Teaching good health habits	X-2

Figure 16 (continued)

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
Provide environment encouraging cleanliness and healthful habits		Maintaining healthful surroundings Activities to help children reach health goals	
Practice good health habits		Personal health habits	
Use approved guidance principles Determine acceptability of behavior Observe and interpret behavior Discuss unusual behavior with director	11.	Child discipline Behavior patterns in children Recognizing behavior problems Procedures when unusual behavior is observed	IV-3-4
Guide children toward good housekeeping habits Set good example in housekeeping Stimulate interest in keeping center neat	14.	Times for offering assistance or encouraging independence Value of good housekeeping habits Including children in housekeeping activities of center	IV-5
Recognize children's food needs		Nutritional needs of children	V-3
Accept eating practices appropriate for children's ages Handle children's refusal of food Encourage trying new foods Show use of utensils and handling of food	21.	Eating habits and basic etiquette appropriate for age Children's refusal of food Introduce new food habits Developing good food habits	V-4
Promote independent eating practices Encourage self-help in eating		Guiding eating practices of children	
Set good example when eating	22.	Adult attitudes and food acceptance	V-5
Enjoy eating with children		Relationship between way child feels and eating habits	
Make snack or mealtime pleasant Encourage quiet mealtime conversation Ignore some eating habits by redirecting attention and recognition		Ways to make mealtime pleasant Guiding conversation and activities during mealtime Needs expressed in attitudes toward eating	
Set stage for snack time Prepare attractive snacks Serve snacks to children	23.	Purpose of snacks Children's snack foods Sanitary food service Encouraging children to eat	V-6
Suggest suitable books and stories for children Read or tell stories Depict story characters in drawings Promote participation in group activities Recognize fatigue, disinterest, or overstimulation Select songs and singing games	25.	Children's stories, books, music and finger plays Techniques of story telling Visual aids for story telling Meeting needs in group activities Indications of interest and response to stories Musical activities	VII-1-2
Develop children's interest and understanding of their world Help children care for small pets Show how to care for plants Encourage participation in nature and science activities Promote concept development	28.	Need to explore environment Adult attitudes promoting interest in environment Nature and science activities Procedures for directing nature and science activities Concept formation in children	IX
Maintain discipline to insure safety	29.	Causes of accidents Preventing accidents	X-1
Observe and remove sources of danger Keep center orderly and safe Remain calm when accidents occur	30.	Avoiding hazardous situations Informing director of problems Procedures when accidents occur Activities for teaching safety	X-1

Figure 16 (continued)

CHILD CARE AIDE I-1,2

Task 1. Becomes oriented to child care center.

Work Experiences	Study Assignments
List purposes and nature of center.	Child care centers
	Characteristics of approved centers

CHILD CARE AIDE I-3

Task 2. Learns what is required of a child care aide.

Work Experiences	Study Assignments
	Responsibilities of child care aides
Analyze employment opportunities and training needs.	Employment opportunities
Evaluate own suitabliity as a child care aide.	Personal characteristics desirable for child care aides

CHILD CARE AIDE IV-2

Task 9. Helps children accept the center and participates in its activities.

Work Experiences	Study Assignments
Be sensitive to feelings.	Ways children adjust
Accept children as individuals.	Receiving and integrating children into activities
Help child accept parent's absence.	Significance of center activities
Encourage expression of feelings and interest in activities.	Normal feelings of inadequacy in new situations
Develop curiosity, problem-solving, zest for living.	Role of center's activities in child's growth and development
Develop rapport with children.	Meeting basic needs

Figure 17

CHAPTER XVIII

CLASS INSTRUCTION

Students in Home Economics Cooperative Education programs receive both individual and group instruction in class. Approximately one-half of the total time spent in class throughout the year should be in group instruction which deals with orientation to the world of work.

One-half of the class time should be spent in individualized study which is designed to improve the student's knowledge, skill, and attitude toward his specific job. Part of each class period is spent in filling out the Daily Report, Weekly Report, and Periodic Report forms.

The following reminders are applicable in planning either group or individualized instruction.

Teaching is more effective when

- objectives are definite and clear to students
- learning experiences are
  - realistic
  - related to objectives
  - challenging, but on a level where students can succeed
  - varied
  - interesting
  - presented in a positive atmosphere
- evaluation is
  - part of the learning process
  - serves as a basis for future learning.

Students react positively when learning experiences provide

- opportunities for success
- recognition of achievement
- rewards that signify achievement
- a chance to develop self-control in the learning process
- variety.

Students react negatively when they experience

- pain
- discomfort
- fear or anxiety
- humiliation
- embarrassment
- boredom
- frustration.

Effective learning experiences may be provided through

- demonstration/performance
- simulation exercises
- role-playing and sociodrama
- discussion
- committees
- problem situations
- student reports
- individualized learning packets
- field trips
- audio-visual programs
- resource persons.

Students' Reports--Daily, Weekly, Periodic

Each student should spend a portion of each class period filling out necessary reports. A Daily Report form should be kept on which the student records the major jobs or activities he performed on the previous day. An example of such a form in shown in Figure 18, p. 60. After he fills out the Daily Report form, the student may also check tasks he has mastered on his Training Plan, which has been stapled to the front of his folder.

At the end of the week, this information is summarized on the Weekly Report, shown in Figure 19, pp. 61 and 62. A summary of learning experiences can be reported on the Periodic Report at the end of each grading period, as shown in Figure 20, pp. 63 and 64. These records can be used as guides when planning individualized instruction for each student. A form for recording the hours worked and the wages received for each day and week for a school year is shown in Figure 21, p. 65. This form may be used by the student as a wage and hour record.

Group Instruction

The topics covered during group instruction should be relevant for all of the students. Methods of teaching used should encourage group discussion, participation in demonstrations, role-playing, and other techniques which enable the teacher to see that the students can express themselves effectively and can deal with the types of situations they face on the job.

The instructional materials, Orientation to the World of Work, Parts One and Two, are recommended as guides for planning the curriculum for group instruction.

At the beginning of the school year, most of the class time may be devoted to group instruction. Among the first topics to be studied at this time are:

1) Policies of the school, teacher-coordinator, and training station regarding the following:
   a. tardies
   b. absences
   c. dress and appearance
   d. dropouts
   e. expenses
   f. study time
   g. conduct
   h. company rules for employees

2) Relationships with employers, employees, and the public.

As students are placed in jobs, individualized study sessions can be initiated. As the year progresses, less time will be spent in group activities and more time on individualized study, with special emphasis on the technical information directly related to the student's job.

A suggested calendar for using Orientation to the World of Work during the school year is shown in Figure 22, p. 66. Topics important for the success of the student in his present job should be covered early in the year. General topics related to the world of work may be covered throughout the year. Toward the end of the year, students should study topics which will help them plan their future employment. Evaluation of the program may also be made at the end of the year.

Planning Individualized Instruction for Students

Individualized instruction is an important part of cooperative education and should be given priority by the teacher when she schedules her coordination activities. A weekly planning worksheet may be a useful aid for planning with individual students. The worksheet should be completed during a weekly conference with each student. A sample worksheet is shown in Figure 23, p. 67.

The teacher should keep the following factors in mind when planning each student's individualized instruction:

1) Each student's individualized instruction should be based on
   a. the tasks he performs on his job
   b. work experiences and study assignments listed on his training plan.

2) Individualized instruction should be varied to hold the interest of the student. Use of written assignments, audio-visual materials, discussions among students in the same occupational area, and other activities are recommended.

3) Individualized instruction should be planned with the individual student in mind. Students learn in different ways, and the types of learning experiences that are most meaningful vary from one student to another.

4) Individualized instruction should be kept relevant to what the student is doing on the job. The teacher should
   a. study the student's daily and weekly reports
   b. hold weekly conferences with the student
   c. obtain information on visits with the student's training sponsor
   d. use the student's training plan as a guide for planning.

5) Individualized instruction should be directed toward improving the student's knowledge, skill, or attitude toward his job.

6) The first lessons assigned to the student at the beginning of the year should be designed to familiarize the student with the information relevant to his particular occupation.

The job of the teacher-coordinator does not end with the planning of the individual lessons. She should be available during the class period to explain points not clear to the student, to suggest additional references and activities, to see that the students are using their time constructively, to offer encouragement, and to discuss completed assignments with individual students.

The student's work should be checked as soon as possible. Prompt feedback can be provided in a number of ways. When answer sheets are available, the student can check his own answers to study questions, and then turn them in to the teacher-coordinator so that his progress can be recorded. If the teacher-coordinator prefers to see the answers first, she can check the answers, and then let the student either correct the questions missed or talk with her about the questions missed. The student's answers to study questions can help the teacher-coordinator identify areas in which the student needs additional help.

DAILY REPORT*

Student _____
Training Station _____
Occupation _____
Week of _____

To be filled out each class period

	Hours Worked	Helped on Job	Worked Independently
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Hours worked this week: _____ Wages received this week: $_____

*File in Current Folder; at end of week, summarize daily reports on Weekly Report.

Figure 18

WEEKLY REPORT*

Teacher-Coordinator _____

Student _____ For Week of _____

1. What were your responsibilities or duties on the job this week?

   a. _____

   b. _____

   c. _____

   d. _____

2. What new knowledge or skill did you learn on the job? Describe.

   _____

   _____

   _____

3. What did you learn in class that will help you become a successful employee? Explain. _____

   _____

   _____

4. What difficulty occurred and what mistakes, if any, did you make on the job? What did you do to correct them?

   _____

   _____

   _____

5. On what skill or question could you use help in performing your job better?

   _____

   _____

   _____

*Place in Current Folder at end of week; file in Occasional Folder when checked.

Figure 19

6. What interesting or challenging relationship did you have this week with a fellow worker, a client, or your training sponsor? Describe.

_____

_____

Summary of Duty Time and Earnings

Date	Check-in-Time	Check-out-Time	Duty Hours Regular	Duty Hours Overtime
___	_____	_____	_____	_____
___	_____	_____	_____	_____
___	_____	_____	_____	_____
___	_____	_____	_____	_____
___	_____	_____	_____	_____
___	_____	_____	_____	_____
	Totals		_____	_____
	Total Hours		_____	
	Regular hours		_____	
	Regular hourly rate		X _____	
	Gross earnings for regular hours			_____
	Overtime hours		_____	
	Overtime hourly rate		X _____	
	Gross earnings for overtime hours			+ _____
	Total earnings			_____
	Less deductions: (List)			
	_____		_____	
	_____		_____	
	_____		_____	
	Total deductions			- _____
	Net earnings for the pay period			_____

Figure 19 (continued)

PERIODIC REPORT*

Student _____

Grading Period _____

Teacher-Coordinator _____

Directions to the student: Check back on your weekly reports for the past grading period (six weeks or nine weeks) and make a summary of the duties and responsibilities you have been performing. List new learnings you have achieved during this period of time.

Training station: _____

Training sponsor: _____ Date: _____

What have been your duties the past grading period? Place a check mark (✓) by activities listed on your training plan.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Comments: _____

_____

_____

_____

_____

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*Teacher files in Occasional Folder when checked.

Figure 20

During this time, what new skills or knowledge have you learned on the job?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Summary of Duty Time and Earnings for Grading Period

Total hours worked _____

Overtime hours worked _____

Total earnings for this period _____

Less deductions: (List)

_____ _____

_____ _____

_____ _____

_____ _____

Total deductions -_____

Net Earnings for pay period _____

Savings for pay period _____

Figure 20 (continued)

YEARLY WAGE AND HOUR REPORT

Student _____ Training Station _____

Date Placed _____ Starting Wage _____

First Quarter:

	M	T	W	Th	F	Hours	Wages		M	T	W	Th	F	Hours	Wages
1								7							
2								8							
3								9							
4								10							
5								11							
6								12							

6 weeks total _____ 6 weeks total _____

Quarter total _____

Second Quarter:

	M	T	W	Th	F	Hours	Wages		M	T	W	Th	F	Hours	Wages
1								7							
2								8							
3								9							
4								10							
5								11							
6								12							

6 weeks total _____ 6 weeks total _____

Quarter total _____

Third Quarter:

	M	T	W	Th	F	Hours	Wages		M	T	W	Th	F	Hours	Wages
1								7							
2								8							
3								9							
4								10							
5								11							
6								12							

6 weeks total _____ 6 weeks total _____

Quarter total _____

Total for year _____

Wage increases:

Date _____ Amount _____ Date _____ Amount _____

Date _____ Amount _____ Date _____ Amount _____

Figure 21

SUGGESTED CALENDAR FOR USING ORIENTATION TO THE WORLD OF WORK

AUGUST Unit I Introduction to HECE Unit IV-B Personal Interviews Policies of school Policies of teacher-coordinator Policies of training station	SEPTEMBER Unit I Introduction to HECE Unit V Job Success Unit II FHA	OCTOBER Unit I Introduction to HECE Unit III Labor and Money in the World of Work Unit VI Civic Responsibilities
NOVEMBER Unit I Introduction to HECE Unit VIII Personal Management and Consumer Education	DECEMBER Unit VIII Personal Management and Consumer Education Unit I Itroduction to HECE	JANUARY Unit VIII Personal Management and Consumer Education Unit I Introduction to HECE
FEBRUARY Unit VII Understanding Our Economy Unit I Introduction to HECE	MARCH Unit IX Personal Adjustment Unit I Introduction to HECE	Unit IV-A Written Application Unit X Planning Your Future Unit I Introduction to HECE APRIL MAY Unit XI Evaluation Unit I Introduction to HECE

Figure 22

Name _____

Occupational Area _____

Week _____

WEEKLY PLANNING WORKSHEET
(To be completed during weekly conference with each student.)

Day	Plans for In-Class Instruction	Work Completed
Mon.		
Tues.		
Wed.		
Thurs.		
Fri.		

Figure 23

CHAPTER XIX

INSTRUCTIONAL MATERIALS

A variety of instructional materials must be provided for use by students in the Home Economics Cooperative Education program. Courses of Study and required and supplementary references must be provided for each occupational area in which students are placed. Orientation to the World of Work and related references and audio-visuals are needed for group instruction.

Orientation to the World of Work

Teacher-coordinators guide students in adjusting to employment conditions and in developing desirable attitudes toward school, employment, and social and civic responsibilities. This underlying philosophy directed the development of the curriculum materials presented in Parts One and Two of Orientation to the World of Work. Units include an introduction to Home Economics Cooperative Education, Future Homemakers of America, labor and money in the world of work, job applications, job success, civic responsibilities, understanding the economy, personal management and consumer education, personal adjustment, planning for the future, and program evaluation.

Units in Part One follow this format: behavioral objectives, suggested learning experiences, key points, and references for both students and teacher. Part Two contains a wide variety of related teaching-learning materials for both student and teacher. This information is presented in programmed instruction, stories, case situations, simulation games, tests, skits, cartoons, ideas for bulletin boards, instant slides, and other visuals.

Numerous references related to the units in Orientation to the World of Work are available. The teacher will want to include books, pamphlets, resource kits, and audio-visuals to make group instruction interesting and informative.

Individualized Instructional Materials

Specialized instructional materials have been developed for Home Economics Cooperative Education programs in Texas. Individualized instructional materials have been developed in the following occupational areas: Child Care Aide, Clothing Assistant, Dietetic Aide, Food Service Employee, Home Furnishings Aide, and Housekeeping Management Assistant. The materials are available in teacher and student editions. Each teacher copy includes: a job anaylsis, a course unit outline, instructional materials, answer sheets, unit tests, test answer keys, required reference lists, and supplementary reference lists. Each student copy includes: instructional materials and a required reference list.

Each student should be provided with a Course of Study in his occupational area, if one is available. This material should become the student's property when he leaves the program.

References which are required for use of the materials must be available for the student's use. Additional references may be provided to expand, enrich, and update the instructional materials. A supplementary reference list for each Course of Study accompanies the teacher's edition.

The purpose of each part of a Course of Study is given below.

Job Analysis. The teacher-coordinator should use the job analysis in the Course of Study when working with the employer to identify the tasks to be performed on the job by the student. This list of tasks should then be used in developing the student's training plan.

Course Unit Outline. Work experiences and study assignments related to each task in the job analysis are included in the Course Unit Outline. Work experiences are to be gained primarily from on-the-job training. Study assignments (topics related to the student's work experiences) should be mastered in class through the student's individualized instruction.

Instructional Materials. The purpose of the instructional materials is to provide the student with references, information, study questions, assignments, and group work directly related to his occupational area. These materials provide individualized instruction and are designed to help the students gain an understanding of the tasks they perform on the job.

Units should be assigned in the same sequence that they are listed on the training plan. The teacher and training sponsor should work together to determine the units most relevant to the student's job. Weekly planning sessions with the student should be used in planning for individualized instruction. See the form in Figure 23, p. 67. As these units are completed, the rest of the units may be assigned or selected. A form the teacher-coordinator may use to check the student's progress is shown in Figure 24, p. 71.

Once the student has mastered tasks related to his particular job, topics related to additional tasks should be assigned. The teacher-coordinator is responsible for planning the best use of each student's individualized study time. After the student has mastered the assignments related to tasks on his training plan, additional assignments which will expand the student's knowledge of the occupational area should be made. This will be a part of the teacher's weekly planning with each student.

The materials are self-instructional. By reading and following the instructions given, the student should be able to proceed through each lesson without assistance. Study questions and assignments are provided to enable the student to check his understanding of the information presented and to encourage him to apply what has been learned on the job. Space has been allowed for the student to answer study questions on the lesson sheet. Suggestions for group work are included to provide opportunities for students in the same occupational area to work together on common problems. Sample pages from the Child Care Aide Course of Study are included in Figures 26-29, pp. 73-78.

Answer Sheets. The answer sheets give the correct answers to the study questions in each lesson. Answers to study questions may be checked by either the student or the teacher. Answers may or may not be graded. A sample Answer Sheet is included in Figure 27, p. 76.

Unit Tests. Test questions cover information both in the required references and in the instructional materials. Tests can be issued to students and answers recorded on a separate answer sheet, or tests can be duplicated and answers recorded on the test. Tests should be taken without the assistance of

references or notes. Unit tests help to reveal weaknesses in the student's understanding of the material and aid in making future assignments. Part of a unit test from the Child Care Aide Course of Study is shown in Figure 28, p. 77.

Test Answer Keys. These sheets give the correct answers to questions in the Unit Tests. A sample Test Answer Key is given in Figure 29, p. 78.

Reference List. References required for using the Course of Study are listed.

Instuctional Materials for Additional Occupational Areas

The Guidebook for HECE Occupational Areas provides guidance to the teacher-coordinator in areas for which no Course of Study is available. It includes a job analysis and course unit outline for each of the following occupational areas: Art and Craft Aide, Bridal Consultant, Child Care Aide, Clothing Assistant, Companion to the Elderly, Consumer Aide, Dietetic Aide, Fabric Coordinator, Fashion Coordinator, Floral Designer, Food Caterer Aide, Food Service Employee, Home Furnishings Aide, Housekeeping Management Assistant, Physical Fitness Assistant, Tester of Foods, and Tester of Textiles. Accompanying the Guidebook is a list of required and supplementary references for each of the occupational areas. A chart relating pages in the required references to the units in the course unit outline is also included for each occupational area in which no Course of Study has been developed.

The teacher-coordinator must develop lesson sheets and unit tests in occupational areas for which no Courses of Study are available. The materials developed in these areas should follow the format used in the Courses of Study as closely as possible so that students in these areas will not feel discriminated against. If the lesson sheets are carefully developed, they can be filed and copies provided to future students. A sample Lesson Sheet is shown in Figure 25, p. 72.

Supplementary Materials

Supplementary instructional materials should be provided for each occupational area in which students are employed. Additional books, pamphlets, periodicals, resource kits, and audio-visuals should be purchased as feasible for use in group and individualized instruction.

Sources offering ideas for instructional materials include reference lists accompanying the Courses of Study and Guidebook; publication lists from the U.S. Office of Education and U.S. Government Printing Office; Forecast; What's New in Home Economics; American Vocational Journal; Journal of Home Economics; and trade journals. Additional suggestions may come from employers, advisory committee members, and other teachers. Instructional materials developed for other program areas may be adapted for use in the Home Economics Cooperative Education program. Additional materials available from the Home Economics Instructional Materials Center include: Conceptual Framework for Homemaking Education in Texas; Family Living; Home Management and Consumer Education; Child Development; Housing and Home Furnishings; Food and Nutrition; Clothing and Textiles; Consumer Education, Parts One and Two; Consumer Education for Families With Limited Incomes; Food Services; Clothing Services; and Home Furnishings Services. Materials developed for Distributive Education programs may be used in several occupational areas. A publication list may be obtained by writing Instructional Materials, Division of Extension, The University of Texas at Austin, Austin, Texas 78712.

INDIVIDUAL STUDY PROGRESS REPORT

Name Brenda Harrison Occupation Child Care Aide

Date	Assignment	Reference	Date Completed	Grade
Oct. 3	V-4 Talk Talk - When Do We Eat?	Feeding Little Folks, pp. 18-21		
		The Nursery School, pp. 150-158	Oct. 8	90
		Child Care Aide, pp. A-101 to A-104		
Oct. 10	V-5, Hey, What's for Lunch?	Child Care Aide, pp A-105 to A-109	Oct. 15	90
Oct. 17	V-6 Bet You Can't Eat Just One	Child Care Aide, pp A-111 to A-112	Oct. 19	85

Figure 24

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LESSON SHEET
(For those students not working in the Courses of Study)
Home Economics Cooperative Education

UNIT # _____

UNIT TITLE _____

SUBJECT:

TASKS:

OBJECTIVES: When you finish this lesson, you should be able to

REFERENCES:

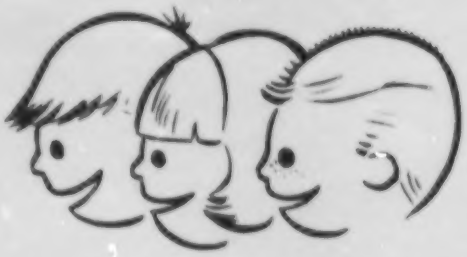
QUESTIONS:

ASSIGNMENT:

GROUP WORK:

Figure 25

SAMPLE LESSON FROM CHILD CARE AIDE COURSE OF STUDY



UNIT V-4

CHILDREN'S FOOD AND EATING HABITS

SUBJECT: Talk, Talk...When Do We Eat?

TASK: 21. Help children to develop good food habits and table manners

OBJECTIVES: When you finish this lesson, you should be able to
a. describe acceptable eating habits for young children
b. suggest ways to guide children toward more independent eating practices
c. relate the effect of children's emotions on their eating habits.

REFERENCES: McEnery, E.T., and Suydam, Margaret Jane. Feeding Little Folks. Chicago, Illinois: National Dairy Council, 1967. pp. 18-21.

Read, Katherine. The Nursery School, A Human Relationship Laboratory. Philadelphia, Pennsylvania: W.B. Saunders Company, 1966. pp. 152-158.

What are acceptable eating habits for small children? How particular should adults be about the way children eat? How often have you heard an adult say, "Watch out, you will spill your milk!"; "Don't use your fingers, use your fork!"; or "Oh, no, now you dropped it on the floor!"?

Let's take a look at preschoolers and see what we might expect of them in regard to eating habits. By this time, they can begin to feed themselves fairly efficiently and can use a spoon and a fork, although they continue to use their fingers occasionally. They like to pour liquids and can do so if the pitcher and glasses are child-size.

Some children need more help and guidance than others because of differences in their motor abilities. Just as some children can tie their shoe laces or button their coats earlier than others, some learn to get food onto a spoon and into their mouths before others can. The child's rate of growth cannot be hurried. The only thing that can be done is to encourage all of his attempts to feed himself.

For some children, eating may be a tiring procedure. They may make a good start but then slow down as their appetites decrease. If a child appears to be tired, it may be a good idea to help him by filling the spoon for him or by scraping the food together so he can get it on his spoon. The amount of help children need varies from child to child and from day to day. When children are tired, do not feel well, or are emotionally upset, they may need the comfort of some help in feeding. This occasional kind of help does not slow down their development

Figure 26

toward more independent eating practices. If they continue to want help, however, you may need to discuss this with the director.

It has been found that children can sense adults' feelings about their abilities. When you sit with children during mealtime, try to be accepting of awkward efforts. The important thing to try to do is to provide an atmosphere in which children feel comfortable and capable of handling mealtime procedures. As they develop a feeling of confidence in themselves, they begin to improve their eating habits.

The best way to help young children learn table etiquette is to set a good example and to be patient with their efforts. When one stops to think about all that children must learn just to master the mechanics of eating, one is more understanding about their awkward movement and accidents. For example, when one thinks about the coordination necessary to make hand-to-mouth movements and eye-hand movements, it is easier to understand why children appear to be messy eaters. Try to consider the child's eating habits from his point of view and with his growth and experience in mind.

The time to begin to teach some basic table manners is when children have reached the point in their growth process where they can handle forks, knives, and spoons without difficulty. As we try to answer the question, "What is the purpose of good manners?", our guide might be that the purpose of manners is to make the child more acceptable to others. Thus, the child can be told, "We eat meat with our fork" or "We swallow food before talking" or "We drink our milk quietly." If adults are kind and patient when making these statements, children are likely to follow them. Children like to know what is expected of them, but what is expected should be in line with what they are able to do.

QUESTIONS:

1. What is the most important goal for the mealtime situation for children?
2. Should children be discouraged from touching and feeling their food? Why?
3. When should the teaching of good manners begin?
4. What is the best way to help children learn table manners?
5. What is likely to happen if too much is expected of children in terms of rules of etiquette?
6. Why are children messy eaters?
7. Jane Smith is 3 1/2 years old, and her mother is concerned with her eating habits. Jane still has trouble using a fork, and it takes her so long to eat that her mother often puts the food on her fork and sometimes even feeds her. This also prevents the spilled foods on the floor that occur when Jane tries to feed herself. Even though Mrs. Smith has told her over and over not to play with her food, Jane still occasionally uses her fingers

Figure 26 (continued)

when eating and seems to like to touch new foods. What advice would you give Mrs. Smith?

8. Judy spilled her milk at the table at the child care center. How should the child care aide react?

9. When do children's attitudes toward eating begin?

10. Why is the situation so highly charged with feeling?

11. Suppose a child's need for love had not been met in infancy. Would you expect this to influence his attitude toward mealtime? Why?

12. Ordinarily, Jill eats well, but today she seems to have no appetite. During the morning she quarreled over the use of the tricycle and became quite upset about this. Betty, the child care aide, insists that she eat because she thinks Jill will feel better if she eats a big meal. Do you agree with Betty's way of handling this situation? Why?

13. Why are small servings recommended for children?

14. If you were to observe a group of four-year-olds at mealtime, would you expect all of them to eat approximately the same amount of food? Why or why not?

15. Would you expect a child to be consistent in the amount and kinds of food he eats?

16. What are some guidelines for handling conversation of young children during mealtime?
    a.
    b.

17. What are three things you can do to help make mealtime pleasant for children?
    a.
    b.
    c.

ASSIGNMENTS:

I. Observe the children with whom you work at mealtime and give examples of their eating behavior.
   a. What things do they do well?
   b. What skills are they still learning?
   c. What kinds of help do they need?
   d. What table manners do you think they are ready to learn?

II. Recall some incident where a child's appetite was influenced by his feelings. Explain.

Figure 26 (continued)

SAMPLE ANSWER SHEET FROM CHILD CARE AIDE COURSE OF STUDY

Answer Sheet
for
Unit V-4

CHILDREN'S FOOD AND EATING HABITS

SUBJECT: Talk, Talk...When Do We Eat?

1. Helping the child develop a positive, accepting attitude toward eating.

2. No, because one of the ways they learn is by touching and feeling. This may help the child learn to like the food.

3. When the child can handle eating utensils skillfully, learn to eat a variety of foods, and feel a part of a group.

4. To set a good example and to be patient with his attempts at eating.

5. It may interfere with his enjoyment of eating and cause him to develop a negative attitude toward mealtime.

6. Because their motor skills are limited.

7. Tell Mrs. Smith that she should not be concerned with Jane's eating habits--they are normal for a child that age. If she continues to treat Jane in this manner, she may find that Jane's eating habits will get worse instead of better.

8. She should recognize the fact that such accidents are normal if they only occur occasionally. No issue should be made of it. If the child spills her milk for the attention she gets, give her more attention during the day until she feels secure. If she plays at the table and often causes a spill, encourage her in a firm manner to finish eating the meal.

9. At birth.

10. Because the child's earliest feelings come from what happened to him when he was hungry.

11. Yes, because a child's appetite is closely related to his emotional adjustment.

12. No, because forcing her to eat when she was upset may turn her against food.

13. Because large servings tend to discourage a child.

Figure 27

SAMPLE UNIT TEST FROM CHILD CARE AIDE COURSE OF STUDY

UNIT V TEST

CHILDREN'S FOOD AND EATING HABITS

Select the letter of the phrase which correctly completes the statement. Choose only one answer for each item.

1. Which of the following activities would be most appropriate before mealtime at the child care center?
   A. Reading or telling stories
   B. Playing active games outdoors
   C. Skipping and dancing to music

2. Which of the statements about before mealtime activities is true?
   A. Fresh air and exercise just before mealtime help to improve a child's appetite.
   B. Active play before mealtime helps to relax a child and to increase his appetite.
   C. Quiet play before mealtime helps to calm a child and to improve his appetite.

3. Which of these statements is true about the table setting shown below? The menu is:

   Meat Loaf
   Buttered Peas Toast Sticks
   Fruit Cup
   Milk

   A. The glass should be placed above the fork.
   B. The knife is unnecessary and should be removed.
   C. The napkin should be on the right.

4. The approximate size of a serving of meat or vegetable for a child or nursery school age is about
   A. 2 to 4 T.
   B. 4 to 6 T.
   C. 6 to 8 T.

5. Because children are growing so rapidly, they need
   A. more food than adults.
   B. the same amounts of food as adults.
   C. more food for their size than adults.

6. Which of these menus would contribute most to a child's nutritional needs?
   A. Hot dog on a bun, baked beans, coke
   B. Fish sticks, green beans, apple salad, milk
   C. Hamburger, potato chips, candy bar, milk

Figure 28

SAMPLE ANSWER KEY FROM CHILD CARE AIDE COURSE OF STUDY

Answer Key
for
UNIT V TEST

CHILDREN'S FOOD AND EATING HABITS

1. A
2. C
3. B
4. A
5. C
6. B
7. C
8. A
9. B
10. A
11. C
12. C
13. A
14. C
15. D
16. A
17. B
18. B
19. A
20. A
21. B
22. B
23. A
24. B
25. B
26. A
27. A
28. A
29. A
30. B
31. B
32. A

Figure 29

CHAPTER XX

COORDINATION ACTIVITIES

Coordination activities are an important part of the teacher-coordinator's schedule. Training stations may be visited for many purposes. Contacts should be made with the employers or with training sponsors, if different from employers.

Visits to Training Stations

Ordinarily, teacher-coordinators should contact the employer or supervisor upon entering the business and request permission to visit. Even though some employers might not require this procedure, it is a good practice to follow.

Some of the objectives for visits with the employer or training sponsor might be:

1) To obtain sources for instructional materials or to determine occupational information needed by the student

2) To become familiar with the policies, rules, and working conditions at each training station

3) To insure that the class instruction is closely related to job training

4) To learn the terms and procedures used in the occupation

5) To discuss opportunities for the rotation of tasks performed by student

6) To discover new possibilities for training stations

7) To discuss the progress of the student and areas where he needs to improve

8) To check to see that agreements made on the training plan are being followed in terms of experiences, wages, and hours

9) To detect any problems that might develop before the situation becomes serious

10) To secure a rating of a student once during each grading period in terms of his accuracy, dependability, promptness, willingness to obey instructions, cooperation with other employees, and initiative

11) To express appreciation for the help given to the student during the training period.

During a visit to the training station, the teacher-coordinator spends a limited amount of time, if any, with the student in order not to interfer with the training activities; however, some objectives for observing the student at the training station are the following:

1) To become acquainted with the student's current job assignments

2) To observe strengths and weaknesses of the student in the particular job

3) To determine class assignments which would relate to the student's present job assignment

4) To observe the student's ability as a basis for counseling him about improvement.

Some do's and don'ts to follow when visiting the training station include:

DO:

1) Be well-groomed and properly prepared for the visit.

2) Be alert. Observe what is going on without appearing to "snoop."

3) Make an effort to remember the names of persons at each training station.

4) Be friendly with everyone without fraternizing with them.

5) Express appreciation to persons at the training station for the training given to the student.

6) Show an interest in the work in progress. Be curious; ask questions if the opportunity presents itself.

7) Take notes (after leaving) on items which may be used for a conference with the student or for study assignments.

8) Be quick to sense the employer's desire to terminate a conference.

DON'T:

1) Call attention to errors, bad practices, or unsafe conditions while visiting the student. Do so in private conferences.

2) Try to demonstrate to a student how to do a job which he is assigned.

3) Pose as an expert or authority on any matter concerning the work in progress.

4) Request a conference with the employer when he is obviously busy.

5) Interrupt or interfere with the student's work.

6) Appear to be loafing or just "passing the time."

A weekly schedule enables the teacher-coordinator to make more effective use of her coordination time. The variety of activities to be performed during this time include visits to training stations, advisory committee meetings, evaluation of students' progress, and conferences with students. Coordination time should also be allowed for planning for individualized instruction, group instruction, and FHA/HERO activities. A schedule, such as the one shown in Figure 30, p. 82, may be used to plan daily activities. A copy of the weekly schedule should be made available to the school personnel in order to provide a record of the teacher-coordinator's activities. A schedule of this type also helps to interpret the scope and value of coordination activities to the school principal.

Before the teacher-coordinator leaves the school, she should determine which training stations to visit, what materials to take along, and the purpose of each visit.

Each training station should be contacted as needed, every two or three weeks if possible. This enables the teacher-coordinator to keep informed of the jobs assigned to the student, to visit with the training sponsor at the training station, and to discuss any problems or difficulties before they become serious ones. To enable the teacher-coordinator to locate a student, a Student's Location Card, such as the one in Figure 31, p. 83, may be used. It may be helpful to the teacher-coordinator to have three copies of this card for each student for school, home, and car.

After the teacher-coordinator leaves the training station, she should record the information obtained during the visit. Such records may be informal, but they will be useful when planning class activities and preparing the monthly travel report. A daily diary or travel form as illustrated in Figures 32 and 33, pp. 84 and 85 may be used by the teacher-coordinator for recording information related to daily visits and activities. These may be used in completing the travel report at the end of the month.

Employer's Periodic Rating

Securing the employers' periodic ratings on students at the end of each grading period is another coordination activity. Suggested forms for this report are shown in Figures 34 and 35, pp. 86 and 87. The teacher may either mail or send the form to the employer a week before it is needed; however, there is an advantage to taking the form to the employer during a coordination visit. In this event, the form may be completed while the teacher-coordinator is present, thereby providing an opportunity for the employer and teacher-coordinator to discuss the strong and weak points of the student. The teacher-coordinator may want to take the previous rating sheet as a reminder of the employer's prior ratings of the student.

Employers may rate students higher than their progress warrants. When possible, the teacher-coordinator should help the employer understand that high ratings, especially in the beginning, limit the student's incentive to improve. The coordinator's rating plus her evaluation of the student's class work also should be considered in determining the final grade to be assigned to the student.

SAMPLE TEACHER-COORDINATOR'S WEEKLY SCHEDULE

Period	Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
1st	Coordination	Plan activities for week	Visit training stations	Plan for individualized instruction and orientation to world of work	Visit training stations	Evaluate student's progress
2nd	Coordination	Plan for individualized instruction				FHA/HERO Officers meeting
3rd	HECE I	Fill out Daily Report →				→
		Fill out Weekly Report Individualize instruction	Guest Speaker on First Impressions	FHA/HERO Meeting	Individualized instruction	Individualized instruction
4th	HECE II	Fill out Daily Report →				→
		Fill out Weekly Report Class debate on job ethics	Continue debate on job ethics	Individualized instruction	Individualized instruction	Committee work on FHA/HERO community service project
5th	Coordination	Visit training stations to check on student progress	Plan individualized instruction on basis of visits	Visit training stations	Promotional activities; call on prospective employers; confer with advisory committee members	Prepare records and reports; prepare news article for local newspaper
6th	Coordination					

Figure 30

STUDENT'S LOCATION CARD

Name _____ Classification _____
Locker # _____
Social Security No. _____ Phone _____
Age _____
Address _____ Date of Birth _____

Date Enrolled _____ Pay _____

Place of Employment _____
Address _____ Business Phone _____
Supervisor _____ Home Phone _____

Mileage from school to place of employment _____

Parents' Names _____

Parents' Address _____

Place of Employment _____

(Front)

Schedule

Period	Subject	Room	Teacher
0			
1			
2			
3			
4			
5			
6			

Work Hours _____

(Back)

Figure 31

TEACHER-COORDINATOR'S DIARY

Thursday, Sept 10

Departed 10:00 A.M.
Returned 10:45 A.M.
Miles, 11

Conferred with Mrs. Whatley, Brooks Day Nursery. Completed training plan for Mary Allen. Suggestions: "Stress understanding of children's basic physical and emotional needs."

Interviewed Mrs. Ann Smith, Manager, Rayls' Ready to Wear, concerning placement of new student as clothing assistant. May be possible to complete plans. See again Mon. 1:30 p.m.

Friday, Sept 11

Departed 2:00 P.M.
Returned 3:00 P.M.
Miles, 9

Secured signed training plans from Northeast General Hospital, Grand Cleaners, and Golden Cafeteria.

Figure 32

RECORD OF DAILY TRAVEL

Teacher _____ Date _____

Time departed _____ Time returned _____

Mileage _____ Mileage _____

Person Contacted	Purpose of Visit	Comments

Figure 33

EMPLOYER'S PERIODIC RATING
for
HOME ECONOMICS COOPERATIVE EDUCATION

Student _____ Date _____

Training Station _____ Rated by _____

DIRECTIONS: Please circle one of the numbers (from 1 through 10) opposite each of the five factors in the left-hand column which you think nearest indicates the student's rating for the past six-weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
PROGRESS Has he advanced in skill and knowledge during the past 6 weeks?	1 2 Has made almost no progress.	3 4 Has progressed in only a few phases of his training.	5 (6) Has made average progress in his training.	7 8 Has advanced beyond expectations.	9 10 Exceptional progress made in skills and knowledge.
INITIATIVE Can he originate and carry through on ideas?	1 2 Has to be told everything to do	3 4 Seldom goes ahead on his own.	5 6 Goes ahead on routine matters.	(7) 8 Frequently looks for additional work to do.	9 10 Always finding jobs that need to be done.
RELIABILITY Can the student be depended upon in his work?	1 2 Can seldom be relied upon.	3 4 Frequently fails to come through.	5 6 Can be relied upon in most cases.	7 8 Only occasionally fails to come through.	(9) 10 Can be relied upon implicitly in all matters.
WORK ATTITUDE Does he have a good attitude toward his work?	1 2 Bored, shows little enthusiasm.	3 4 Rationalizes his shortcomings and mistakes.	5 6 Normally enthusiastic about his work.	(7) 8 Tries to improve his work in most cases.	9 10 Is always alert to finding ways of improving work.
COOPERATION Does he work well with others?	1 2 Always wants his own way; is hard-headed.	3 4 Hard for others to work with.	5 6 Usually congenial and easy to work with.	7 (8) Works well with his associates.	9 10 Cooperates fully in all matters.

ADDITIONAL REMARKS:

NOTE: The employer's periodic ratings should be recorded on the student's permanent record. See Student's Permanent Record, Figure 14, p. 43.

Figure 34

EMPLOYER'S PERIODIC RATING
(School Letterhead)

(Date)

(Indiee Address)

Dear Training Sponsor:

Please check the following qualities of *(Student's Name)* as shown by this student's on-the-job training in your business. This rating will be used to help determine the student's periodic grade in the Home Economics Cooperative Education program.

Thank You,

(Name of Teacher-Coordinator)
Teacher-Coordinator

Quality	Poor	Average	Good	Excellent
Personal Appearance				
Personality (tact, voice, manner)				
Mental Alertness (ability to follow instructions)				
Dependabilty (punctual, ambitious, etc.)				
Production Ability (volume of work, quality of work, ability to do work required, amount of pride in work done)				

Comments:

95

Figure 35

CHAPTER XXI

END-OF-YEAR ACTIVITIES

Appreciation Letter to Training Station

Each student should write letters of resignation or appreciation to his training sponsor at the close of the year. The teacher-coordinator should also write a letter of appreciation to each employer and express a desire for continuing to use the establishment as a training station for another year. An example is shown in Figure 36, p. 89.

Certificates of Appreciation

Certificates may be awarded to employers and to advisory committee members who have participated in the cooperation education program for a minimum of one year. A sample Certificate of Appreciation is shown in Figure 37, p. 90. Requests for certificates may be sent to:

Chief Consultant
Homemaking Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Training certificates should be awarded to senior students who have completed the requirements for training in the Home Economics Cooperative Education program. A completed training certificate is shown in Figure 37, p. 90. Certificates are issued by the State Board of Education upon written request from the teacher. A student must have an approved training plan on file in the area office in order to be eligible for the certificate. The certificates may be presented at the annual employer-employee entertainment, if it is held near the end of the school year; or the presentation may be made at the school commencement exercises. Requests for the certificates should be addressed to the Chief Consultant, Homemaking Education at the address given above.

Check Sheet for End of School Year

When a teacher-coordinator is leaving the school, it is especially important that a record of past activities and future plans be filed for the incoming teacher-coordinator to review. Even if the teacher-coordinator does plan to return, complete and accurate records must be on file.

Some of the items to be kept on file are:

Advisory committee minutes
Class rolls
Correspondence
List of department needs and repairs
Training plans
Reports
Budgets and financial records
Proposed budget
FHA/HERO plans
Inventory of classroom equipment
Inventory of Courses of Study
Inventory of reference books
Permanent record cards
Prospective student list
Prospective employer list
Student applications (new)
Students' permanent folders
Plans for coming year

LETTER OF APPRECIATION TO TRAINING SPONSOR

(School Letterhead)

(Date)

(Inside Address)

Dear :

On behalf of *(Name of School)*, I would like to express our appreciation for your participation in the Home Economics Cooperative Education program during the past school year. The educational opportunities provided *(Name of Student)* have been a valuable learning process for him. The results of this experience will continue to be of value to *(Name of Student)* in the years to come. Your cooperation as a training sponsor has been a service both to the school and to the community.

I am looking forward to working with you another year.

Sincerely,

(Name of Teacher-Coordinator)
Teacher-Coordinator

Figure 36

Vocational Homemaking Education

Texas Education Agency

Home Economics Cooperative Education Certificate

This is to certify that SUSAN SMITH has been employed under the supervision of the Anytown Public Schools as a learner in Child Care Aide for a minimum of 525 hours, including 160 hours of study of the technical phases of the occupation, and has satisfactorily met all the terms of the training agreement.

Whereof let this certificate with official signatures and seal bear witness. Given at Anytown High School in the State of Texas, this 31st day of May A.D. 19 76

TEXAS EDUCATION AGENCY THE STATE OF TEXAS

Mrs. Ruth Duncan
Teacher Coordinator

Mrs. Dorothy Joiner
Chairman, Local Advisory Committee

Robert J. King
Principal, Local School

Elizabeth F. Smith
Director, Vocational Homemaking Education, Texas Education Agency

Vocational Homemaking Education

Texas Education Agency

CERTIFICATE OF APPRECIATION

Presented this day of MAY, 19 76

To Brook's Day Care Nursery

For participation in the

Home Economics Cooperative Education Program

of Anytown High School, Anytown, Texas

TEXAS EDUCATION AGENCY THE STATE OF TEXAS

Mrs. Ruth Duncan
Teacher Coordinator

Robert J. King
High School Principal

R. N. Pearson
Superintendent of Schools

Figure 37

CHAPTER XXII

PUBLICITY

The purpose of publicity is to acquaint the public with the aims and objectives of the Home Economics Cooperative Education program. A well-planned publicity program informs students, parents, and employers about the establishment or continuance of the program prior to the beginning of the school year. Publicity throughout the school year helps to maintain interest in the program and further explain it to the public. Publicity may also interest other students and employers in future involvement in the program.

A variety of means can be used to publicize the program. Newspaper articles, radio "spot" announcements, talks before civic clubs and PTA organizations, letters, school news media, and personal contacts may be used. Points about Home Economics Cooperative Education that may be emphasized in talks and personal contacts include the following:

Advantages to the school:

1) provides vocational training without the expense of purchasing the equipment used in the various occupations
2) helps meet the needs for trained employees in the community
3) provides an opportunity for students who do not wish to continue their education beyond high school to receive job training.

Advantages to the student:

1) provides an opportunity to determine whether or not he is interested in a particular occupation
2) provides an opportunity to receive vocational training while completing requirements for a high school diploma
3) provides some assurance of full-time employment after graduation in an area of interest to the student
4) provides job training under actual working conditions
5) provides technical information at the time the skills are being learned
6) gives valuable work experience before high school graduation.

Advantages to the employer:

1) provides more detailed all-round training than an employer would ordinarily have the time to give
2) makes available full-time employees who have been trained in his establishment
3) offers opportunity to participate in an educational program of benefit to the community.

Working With News Media

Sample newspaper articles are shown in Figure 39, p. 95. When writing news articles, remember that the opening paragraph is most important. Many readers do not read farther than this, so "Who? What? Why? When? and Where?" should be answered in the first sentences. Remember to keep sentences and paragraphs

in news articles short. Names are important; include a number of names in the article, but be sure that all names are spelled correctly. Make sure facts, dates, times, and places are correct. Explain terms which may not be familar to every one the first time the term is used; do not use an abbreviation without explanation. For example, the first reference to the HECE program should be Home Economics Cooperative Education (HECE). Photographs attract reader interest; use them whenever possible.

The following mechanical tips should help in working with the press, but check with your local newspaper to learn the form they prefer. (1) Start the story about a third of the way down from the top of the page. Keep any information about the source of the story to a minimum and place such information in the upper right hand corner. (2) Double space the copy. (3) If the story is more than one page long, place and circle the word "more" at the bottom of each continued page. (4) Do not split a paragraph between two pages. If there is not space to complete the paragraph, start it on the next page. (5) At the end of the story, write the number "30" and circle it.

Get to know the newspaper editors and radio and television station managers in your area. Learn how each prefers to work with you. Find out whether you should work through an editor or a reporter; find out about deadlines; find out the times each day when the personnel are busy and prefer not to be bothered; find out what form to use in providing information, whether a fact sheet or a written story would be preferred. Submit stories before the deadline; stories turned in too far in advance or too late may not be published.

Feature or "spot" stories throughout the year might be written about the employer-employee banquet, reception, or tea; students' views and reactions to their jobs; the awarding of the annual training certificates; interviews with employers and students at the training station, including photographs when possible; interesting follow-up data; and the presentation of recognition certificates to the training stations and advisory committee members. Local newspapers are usually interested in receiving information about educational programs. The public is interested in its schools and enjoys reading about the achievements of young people in the community.

Taking Quality Pictures

Quality slides and pictures are an outstanding way to publicize your program. Before taking any pictures, learn to properly operate and care for your camera. Learn to compose each picture carefully. The following hints are an aid for taking quality pictures.

1) Decide exactly what you want in the picture. Subjects should
   be involved in action, not posed
   be absorbed in activity, not looking into the camera
   have facial expressions suited to the activity
   be properly dressed for the activity and occupation.

2) Keep it simple. No picture should have more than one subject. Don't include too much in the picture. Be aware of what is in the background.

3) Get close enough to the subject to eliminate unwanted background.

4) Find the best angle for the picture. The position from which you see the subject is often as important as the subject itself.

5) Balance large and small objects in the picture just as you would balance furnishings in a room.

6) Pay attention to the effect of lines in the picture. Remember that lines have different meanings. Don't let a line cut the picture in half. The skyline should fall about 1/3 from the top or bottom. Also avoid having a line parallel to the side of the picture.

7) Don't place the main subject at dead center or near the outside edges of the picture.

8) If the pictures your camera takes are oblong, turn the camera on end to take vertical pictures. Vertical pictures are best if the subject is taller than wide (for example, one or two persons standing, a bust shot of one person, or a tall building). Horizontal pictures are best if the subject is wider than it is tall (for example, a group of persons, a bust shot of more than one person, or a one- or two-story building).

9) Action shots are perferable to posed pictures. Take several pictures in sequence to show the progress of activity. Decide whether you want to stop the motion or emphasize the motion. Freeze the action by taking the picture at the peak of the action. For example, snap the shutter just as the cafeteria worker grasps the roll with the tongs or while the child is in the air as it jumps a puddle. Action may also be stopped by panning the camera in the direction of the action. For example, to capture a Child Care Aide leading a running game which will pass in front of you, move the camera in the same direction the children are running and at a speed which will keep them in view, then snap the picture. If you want to emphasize the motion, hold the camera still. For example, the children running in the previous example would look blurred, while children watching the game would be in sharp focus.

Using Other Publicity Techniques

Other means of publicizing the HECE program include articles in the school paper, bulletin board or window displays, a page in the school annual, and school assembly programs. These means are especially effective for reaching prospective students.

Letters to prospective students and selected businessmen have a personal touch not characteristic of other forms of publicity. Letters to businessmen may be more effective if signed by the superintendent.

Additional suggestions for publicity include: using business cards, leaving descriptive HECE brochures in the school administrative offices and in businesses, and radio and television programs. Sample business cards are included in Figure 40, p. 96. Two brochures, "Preparation for Employment in Home Economics Related Occupations" and "Doors to Opportunities Through Homemaking Education," may be ordered from Chief Consultant, Homemaking Education, Texas Education Agency. (See p. 88 for address.)

Some general guidelines to observe when planning the publicity program are to:

1) secure the approval of the superintendent or publicity director for the entire publicity program or for each publicity item as it is released

2) publicize what has been done more than what is planned to be done

3) give due credit to all people involved.

One of the most essential elements in a publicity program is timing. A chart similar to the one shown in Figure 38, below, listing the types of publicity planned and the time when they would be most effective might be helpful in organizing the publicity program.

PUBLICITY CHART

MEDIA OF PUBLICITY	Before school opening	At school opening	Each semester	Once during year	At end of school
Newspaper articles	X	X	X		X
School publications			X		
School assembly program				X	
Talks to civic clubs	X		X		
FHA/HERO activities			X		
Talks to parent-Teacher groups				X	
Interpret program to home-making teachers and students				X	
School exhibits and posters		X	X		
School public address system				X	
Free radio and television time				X	
Section in school yearbook				X	
Letters to students and parents	X				
Employer-employee banquet				X	
Letters of appreciation to employers and parents					X
Appreciation certificates to employers				X	
Pictures		X	X		
Slide stories				X	

Figure 38

NEW VOCATIONAL PROGRAM OFFERED IN HIGH SCHOOL

Students at Blank High School will have the opportunity this year to take part in a program which mixes classroom education and on-the-job training in a variety of occupations.

Classes in Home Economics Cooperative Education have been added to the curriculum for junior and senior students, R. N. Pearson, superintendent of schools, announced.

Superintendent Pearson said that practical work experience will be provided for students through part-time employment at cooperating businesses within the city.

Typical occupations in the program are art and craft aide, bridal consultant, child care aide, companion to the elderly, clothing assistant, consumer aide, dietetic aide, fabric coordinator, fashion coordinator, floral designer, food caterer, food service employee, home furnishings aide, housekeeping management assistant, physical fitness assistant, and tester of foods, or tester of textiles.

The course is set up for one or two years and carries six credits each year, Mrs. Jane Williams, teacher-coordinator of the program, said. Students will receive pay comparable to that paid beginning workers in the same occupations.

"The addition of this type of program will do much to provide the youth of Anytown with a well-rounded educational program that will fulfill the need for practical and useful training," said Mrs. Williams.

Mrs. Williams said it was hoped that the program will enable a large portion of our students who desire to become occupationally competent to enter full-time employment upon graduation from high school.

Mr. Pearson said that an advisory committee of local business people will be established to assist Mrs. Williams with the program.

Mrs. Williams will be responsibile for the selection and placement of students and will correlate the classroom and practical education.

ADVISORY COMMITTEE NAMED

Six local citizens have been selected to serve in an advisory capacity to the Home Economics Cooperative Education Program for the current school year at Blank High School.

Named to the advisory committee were Mrs. Dorothy Joiner, home service representative at the Utility Company; Mrs. M. C. Duncan, head dietitian at Northeast General Hospital; Mrs. C. G. Whatley, director of Brook's Day Nursery; Mrs. Ann Smith, Rawl's Ready-to-Wear owner; Mrs. A. B. Cantrell, manager of the Circle Inn Motel; and Mr. Jack R. Banks, manager of the Chamber of Commerce.

Superintendent of Schools R. N. Pearson, who also will serve on the committee, announced the names of the advisors.

Students in the program receive on-the-job training in home economics related occupations.

Superintendent Pearson said that the advisory committee will make recommendations for improvement of the program, will aid in publicizing and promotion of the plans, will help select training stations, will assist in evaluation of the program, and will provide general advice as needed.

Mrs. Ruth Duncan is the teacher-coordinator for the program.

SAMPLE BUSINESS CARDS

MARTHA SMITH
TEACHER - COORDINATOR
HOME ECONOMICS COOPERATIVE EDUCATION
PRESIDENT HIGH SCHOOL
5000 SOUTH CONGRESS

SCHOOL
461-8235

RESIDENCE
463-2111

HOME ECONOMICS COOPERATIVE EDUCATION

Rebecca K. Roberts
TEACHER - COORDINATOR

BELLING HIGH SCHOOL
731 YARBROUGH
ANYWHERE, TEXAS 70000

BUS. 765-4123
RES. 765-1203

Home Economics Cooperative Education

Janet Jones
TEACHER - COORDINATOR

TEXAS SENIOR HIGH SCHOOL
SOMEWHERE, TEXAS 75000

SCHOOL PHONE
523-0461

HOME PHONE
_____

Superior Vocational School
Route 2, Town, Texas 76543

Mrs. Joan Arnold
Home Economics Cooperative Education

School Phone
621-0763

Residence Phone
623-5420

Figure 40

CHAPTER XXIII

FUTURE HOMEMAKERS OF AMERICA--FHA/HERO

Occupational preparation is an important development in home economics education. Enrollment in classes preparing for gainful employment in occupations which utilize knowledge and skills of home economics subject matter content has increased continuously since the beginning of the program following the passage of the 1963 Vocational Act. The Future Homemakers of America organization has many opportunities for students in Home Economics Cooperative Education.

The following excerpts from a release prepared by the National Director, Future Homemakers of America, shows how FHA has expanded to meet the needs of students in gainful employment programs.

"This release is to formally announce plans for the expansion of the Future Homemaker of America program to better meet the needs and interests of students in Home Economics Related Occupations. These recommendations were approved by the National Board of Directors and the National Executive Council.

"- Maintain the eight purposes (revised in 1973) as they are adequate and have meaning for all aspects of home economics and all FHA'ers.

"- Future Homemakers of America will remain as the title but the National Organization will provide for two kinds of chapters:

"1) FHA chapters for youth in home economics classes, including Family Life Education.

"2) FHA/HERO chapters for classes that are specially designed for occupational objectives in home economics-related occupations. Both kinds of chapters will affiliate through the state and national Future Homemakers of America Organization. Membership in these chapters is flexible. For example, in a school where there are only a few students in an occupational program these students may be members of an FHA chapter. These students may, if they wish, purchase a HERO guard to identify them with FHA/HERO. Also, the chapter may plan some activities of interest especially for the occupational students.

"- The national program of work, IMPACT, provides training for program planning based on member concerns. Therefore, IMPACT is equally usable by both FHA and FHA/HERO chapters.

"- FHA ceremonies, creed, etc., are being reviewed and changed to have meaning for both FHA and FHA/HERO chapters.

"- A special FHA/HERO pin is available."

The Home Economics Cooperative Education student has a definite place in the Future Homemakers of America organization. The experiences of this student can contribute to the FHA program in many ways. The Home Economics Cooperative Education student can benefit from the opportunities for individual growth, development, and creative leadership provided for by this organization.

A variety of organizational patterns may be used to include cooperative students in FHA. If these students are enrolled in a chapter with students from regular homemaking classes, a class unit method of organization is recommended. Meetings can be held during the class period. This arrangement gives the students a greater feeling of belonging and gives them representation as officers in the chapter. Efforts should be made to schedule out-of-school activities so that as many cooperative students as possible can participate. Cooperative students should be given as many opportunities to participate in chapter projects as possible, since this is one of the most worthwhile aspects of the program. The summer months may provide more flexibility of scheduling to allow greater participation in FHA activities. These students should be given the opportunity to attend area and state meetings and to participate in other area and state activities and projects. Problems of time are not easy ones to solve, but the teacher who views FHA as an integral, important part of the homemaking program will work toward achieving satisfactory solutions. The cooperation and understanding of the administration is essential. Principals, counselors, and the superintendent should be included in planning, in programs, and in interpretation to the community.

In situations when the Home Economics Cooperative Education program is a full unit, a separate chapter for the cooperative students may be desirable. The class unit organization, however, is still a good idea because almost all of the FHA program can be carried on during class time. Out-of-school activities, such as the employer-employee entertainment, can also be scheduled as FHA activities. FHA/HERO chapter members should also be able to identify with the other FHA chapters in the community and should participate in area and state activities.

For additional information on the organization of a Future Homemakers of America chapter and suggestions for developing a local program of work based on the National Program of Work, write to:

State Advisor
Future Homemakers of America
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

CHAPTER XXIV

CHECK SHEET FOR HOME ECONOMICS COOPERATIVE EDUCATION

The following check sheet is a listing of duties and activities of the teacher-coordinator for a Home Economics Cooperative Education program. Checking the activities as they are accomplished may be helpful to the teacher-coordinator as she initiates and conducts the cooperative education program.

The check sheet should aid the teacher in evaluating her progress in carrying out the program and in planning for further improvement.

Check Sheet

- [ ] Discuss plans for program with school administrators including superintendent, principal, vocational director, and counselors.
- [ ] Plan publicity for interpreting the Home Economics Cooperative Education program to students, employers, and community.
- [ ] Organize advisory committee.
- [ ] Meet with advisory committee.
- [ ] Interview and select students.
- [ ] Select training stations.
- [ ] Set up classroom facilities.
- [ ] Develop filing system.
- [ ] Use job analyses as basis for working with employers.
- [ ] Secure study guides for individual students.
- [ ] Develop study guides for students employed in occupations for which study guides are not available.
- [ ] Work with other homemaking teachers on campus to complete and mail a Program Plan Report to the Area Consultant not later than three weeks after beginning of school.
- [ ] Complete and mail three copies of the Training Plan for each student to the Area Consultant not later than three weeks after entrance of the student into the program.
- [ ] Collect instructional materials and references for use by students.
- [ ] Make individual student assignments which are related to student's job.
- [ ] Develop lesson plans for group instruction on attitudes and abilities of successful employees, interpersonal relationships on the job, and other topics related to orientation to the world of work.
- [ ] Check student progress in class and on the job.
- [ ] Visit training stations and confer with employers.
- [ ] Publicize activities of program.
- [ ] Sponsor Future Homemakers of America organization.
- [ ] Continue to secure references and instructional materials.

- [ ] Plan employer-employee entertainment.
- [ ] Interview prospective students and employers.
- [ ] Keep permanent records on students.
- [ ] Work with other homemaking teachers on the campus to complete and mail the Annual Report to the area consultant on or before June 15.
- [ ] Include pictures, slides, student's success stories, and other evidences of the HECE program with Annual Report.